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Thematic Module 9A



Time to Celebrate



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Thematic Module 9A

Time to Celebrate

Day 1 to Day 9



This product is the result of a joint venture with the following contributors:



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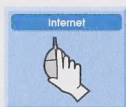
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Grade One Thematic
Module 9A: Time to Celebrate
Day 1 to Day 9
Student Module Booklet
Learning Technologies Branch
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This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Learning, <http://www.learning.gov.ab.ca>
- Learning Technologies Branch, <http://www.learning.gov.ab.ca/ltb>
- Learning Resources Centre, <http://www.lrc.learning.gov.ab.ca>

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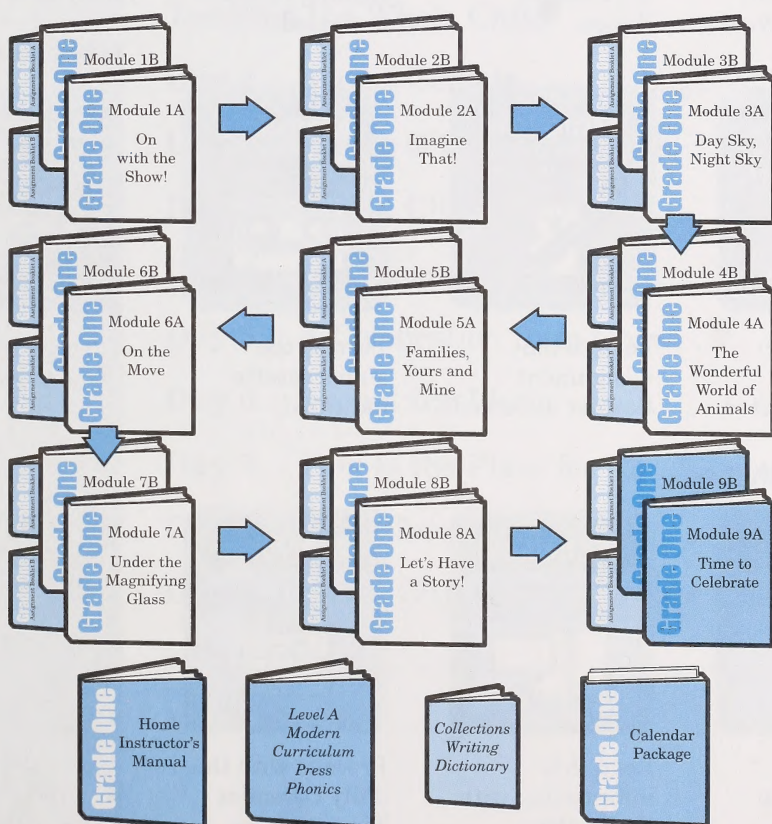
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Course Overview and Basic Components

Welcome to the Grade One Thematic program.

The booklet you are presently reading is called a Student Module Booklet. It will take you through the course and show you, step by step, what to do with the student and how to do it. The activities you do will prepare the student for the assignments.

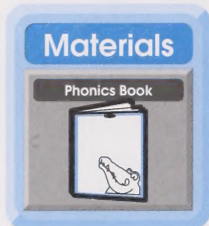
Grade One Thematic contains nine modules, each divided into two booklets, A and B. Each module has two Assignment Booklets, one for each of the A and B Student Module Booklets. The module you are working on is highlighted in a darker colour. The four other basic course components—a Home Instructor's Manual, a *Level A: Modern Curriculum Press Phonics* book, a *Collections Writing Dictionary*, and a Calendar Package—are also highlighted.



Visual Cues

Throughout the Grade One Thematic program, you will find visual cues that indicate a material needed or a type of activity. Read the following explanations to discover what each icon prompts you to do.

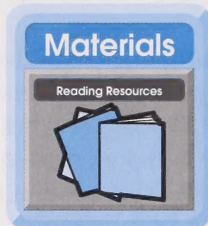
Icons: Materials



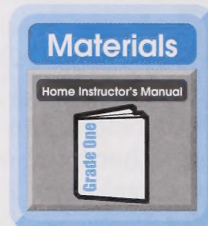
Turn to the
Level A: Modern Curriculum Press Phonics book.



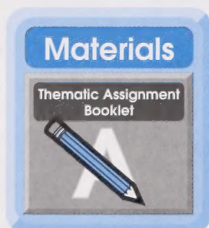
Place an item in the Student Folder.



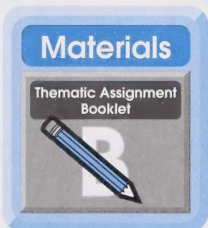
Turn to the reading resource indicated.



Turn to the Home Instructor's Manual for further information.



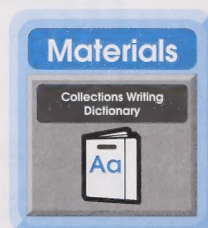
Turn to the Assignment Booklet indicated.



Turn to the Assignment Booklet indicated.



Turn to the audiocassette indicated.



Turn to the *Collections Writing Dictionary*.

Icons: Activities



Read this information to yourself.



Read this information with the student.



Proceed with the daily Calendar Time activity.




Access the Internet for the student. (This activity is always optional.)

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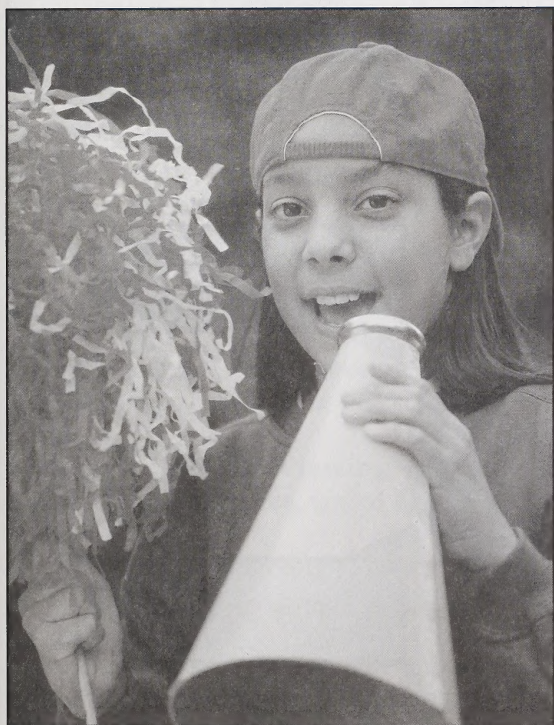




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Module 9 Overview

Time to Celebrate



Hurrah!

Welcome to Module 9: Time to Celebrate, the final module of the Grade One Thematic program.

The theme of celebration winds its way through this module. In the first half of the module, your student will celebrate the heritage of Canadian families. He or she will learn about your family's traditions and compare them to the traditions of other Canadian families.

Acceptance and respect are two major concepts in this module. The activities in the module are intended to help your student understand how the traditions that enrich our lives come from many places and ethnic origins.

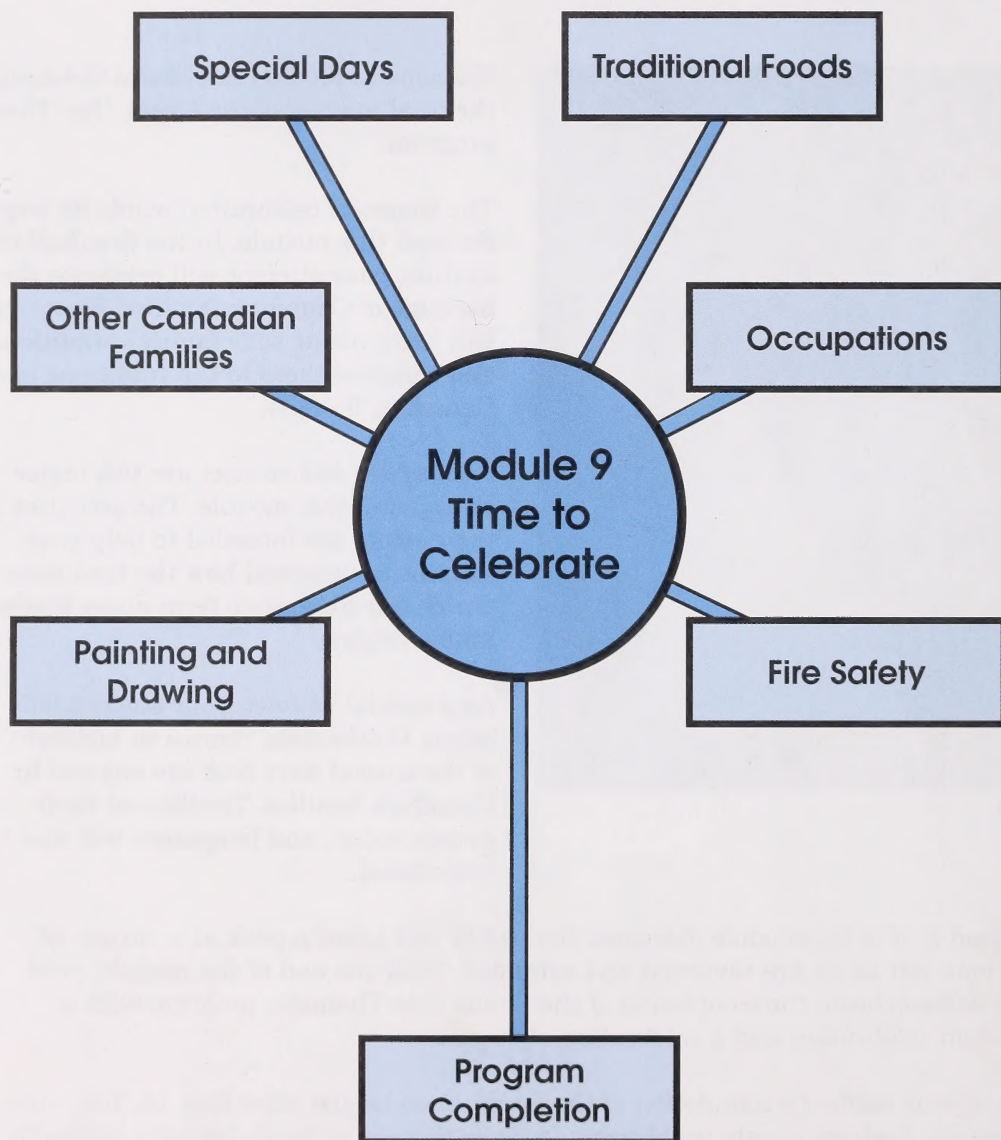
As a special activity, your student will create Celebration Stories to highlight some of the special days that are enjoyed by Canadian families. Traditional foods, crafts, games, songs, and languages will also be introduced.

The second half of the module discusses fire safety and takes a peek at a variety of occupations. Art skills are reviewed and extended. Near the end of the module, your student will celebrate the completion of the Grade One Thematic program with a culmination celebration and a celebration olympics.

Celebrate your student's completion of the program on or just after Day 18. You could invite guests. Perhaps guests could bring foods from their cultural heritage and enjoy a pot-luck meal together. Your student may prepare a play, perform a dance, or display art and craft projects from the module.

Module Web Chart

This chart highlights the main thematic topics for this module.



Module Skills and Concepts

The objectives from one subject area often relate to or overlap those of another in this program. Integrating subject matter helps make learning more meaningful and enjoyable for the student.

In Module 9: Time to Celebrate, your student will meet many curriculum objectives as well as develop respect and appreciation for others. The listed objectives are guidelines only; it is impossible to predict all the skills your child may gain.

Language Arts Skills

- **Reading**—using a variety of strategies to read unfamiliar material; reading longer selections; retelling and rephrasing stories; reviewing quotation marks; building sight vocabulary
- **Writing**—applying phonics skills to writing; rephrasing information; writing with increasing detail; using charts and sentence starters to write
- **Speaking**—brainstorming for ideas; speaking to an audience; interviewing for information; sharing ideas; forming questions
- **Listening and Viewing**—listening to interview answers for information; viewing cultural activities, visual displays, pictures, or videos for information
- **Printing**—applying printing skills to all written work
- **Phonics**—reviewing contractions, word endings, digraphs, “oo,” “ow,” and “ou” sounds, and long and short vowel sounds; recognizing the two sounds of **c** and **g**, plural forms, and silent letter combinations; dividing words into syllables; applying phonics skills to reading and writing

Other Subject Skills

- **Social Studies**—acquiring, interpreting, and sharing information about traditions; recognizing that families have common and different traditions; realizing that traditions are passed down from parents and grandparents; understanding that traditions include clothing, food, languages, celebrations, music, crafts, and recreation; developing respect for family traditions and traditions of others; developing map skills

- **Science**—constructing a play structure, toys, and models; recognizing and describing the purpose of some common tools and safety equipment
- **Drama**—retelling a story through drama; role playing; miming occupations; working together and making collective decisions
- **Visual Arts**—reviewing colour knowledge, texture, use of a horizon line, use of lines and shapes, use of overlapping and repetition, and use of perspective; experimenting with multicultural crafts
- **Music**—understanding the importance of lyrics in music; appreciating a variety of music forms; moving to music
- **Health and Life Skills**—learning to consider and appreciate one's self-worth; learning the benefits of sharing; classifying food into food groups; identifying healthy nutritional habits; expressing preferences; setting goals
- **Physical Education**—performing movement skills through a variety of activities; demonstrating ways to receive, retain, and send an object; using a variety of body parts; understanding, experiencing, and appreciating the health benefits that result from physical activities; demonstrating ways to improve personal growth in physical abilities; experiencing and improving continued frequency of involvement in cardio-respiratory activities; recognizing personal abilities while participating in physical activity; identifying and demonstrating respectful communication skills appropriate to context; displaying a willingness to play co-operatively with others; moving safely and sensitively through all environments
- **Information and Communication Technology**—accessing, using, and communicating information from a variety of technologies; identifying techniques and tools for communicating, storing, retrieving, and selecting information; creating original text, using word-processing software, to communicate

Note: Your student is not expected to master all of these concepts and skills at this time, but will work toward mastery throughout the program.

Module Materials

Books

- *Collections: I'm Busy*
- *Collections Writing Dictionary*
- *Dive In* (Nelson)
- *Level A: Modern Curriculum Press Phonics*
- *Slide In* (Nelson)
- *Toes in My Nose* by Sheree Fitch

Audio Resources

- *10 Carrot Diamond* by Charlotte Diamond (audiocassette)
- *Classics for Children* by Boston Pops Orchestra/Arthur Fiedler, Conductor (compact disc)

Other

You will find four maps at the end of this Student Module Booklet. These maps will provide the basic references required by your student. Remove these maps from this booklet and keep them posted in the learning area for the duration of the work in Module 9. Together, they will form a basic mini-atlas. It is strongly recommended that you supplement these resources with a commercial atlas or a globe. An atlas would be available from your local library if you don't have one at home.

General Supplies

Certain basic school supplies, such as pencils, paper, glue, and scissors, are required on a regular basis throughout the Grade One program. Prepare a box containing these materials for use during the Thematic program and the Grade One Mathematics program, if your student is registered in that course also. These general supplies are outlined on the Master List of Required Materials.



Materials

Home Instructor's Manual



See the Home Instructor's Manual for further information on the Master List of Required Materials.

Student Folder

Materials

Student Folder



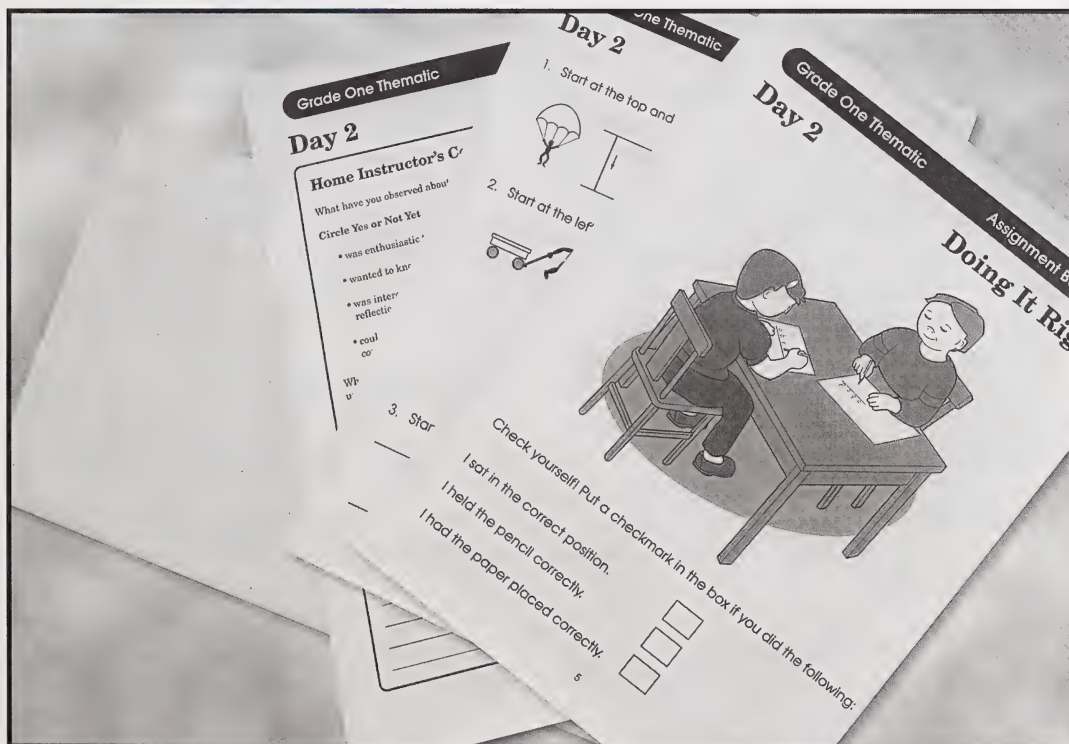
Place completed items in the Student Folder when you see this icon. On Day 9 and Day 18 of each module, you will find a checklist in the Assignment Booklet to help you compile items for submission to the child's teacher. The teacher will let you know when to provide these items for marking.

Materials

Home Instructor's Manual



Note: The Student Folder is not included with the basic course components. Refer to the Home Instructor's Manual for information on the Student Folder.



Additional Resources

You may wish to extend the provided reading resources by gathering a variety of books about celebrations, multicultural Canadian families, fire safety, and occupations. Consult your local librarian for recommendations, use the following list, or search your local library for suitable resources.

As well as having a variety of books on hand, it would be a good idea to set up a multicultural display area. If possible, display crafts, clothing, and decorative items from other areas. An alternative to this would be to visit a museum that features Canadian artifacts. Audiocassettes of traditional music or other languages would also be useful.

You will require a map of the world, an atlas, or a globe for several activities. If you have maps (provincial, city, country, regional), photographs, or printed information about your area or other parts of Canada, display them as well. Travel agencies and consulates can provide much information. There are also many Internet sites that contain maps and other information, such as historic sites and other places of interest.

Books

Canadian Families

The Always Prayer Shawl

by Sheldon Oberman

Amazing Grace by Mary Hoffman

At Grandpa's Sugar Bush

by Margaret Carney and Janet Wilson

Button Bone Borscht by Aubrey Davis

Everybody Cooks Rice by Norah Dooley

The Keeping Quilt by Patricia Polacco

Misoso: Once Upon a Time Tales from

Africa by Verna Aardema

People by Peter Spier

Sandwich by Ian Wallace and

Angela Wood

Aboriginal Peoples

A Boy of Tache by Ann Blades

A Candle for Christmas by Jean Speare

Circle of Thanks by Susi L. Fowler

The Girl Who Loved Wild Horses

by Paul Goble

*How Two-Feather Was Saved from
Loneliness: An Abenaki Legend*

by C. J. Taylor

The Moccasin Goalie

by William Roy Brownridge

My Kokum Called Today by Iris Loewen

Powwow by George Ancona

Peter's Moccasins by Jan Truss

The Rough-Face Girl by Rafe Martin

Chinese Heritage

Chin Chiang and the Dragon's Dance

by Ian Wallace

Grandfather Tang's Story by Ann Tompert

Lion Dancer: Ernie Wan's Chinese New Year

by Kate Waters

Three Pigs, One Wolf, and Seven Magic

Shapes by Grace MacCarone

West Coast Chinese Boy by Sing Lim

Country and City

- Back to the Cabin* by Ann Blades
City Mouse–Country Mouse and Two More
 Mouse Tales from Aesop
 by John Wallner
Jessie's Island by Sheryl McFarlane
Tiger's New Cowboy Boots by Irene Morck
Round Trip by Ann Jonas
Town Mouse Country Mouse by Jan Brett

In the Past

- The Dust Bowl* by David Booth
Ida and the Wool Smugglers
 by Sue Ann Alderson
Josepha by Jim McGugan
The Sugaring-Off Party
 by Jonathan London

Inuit Peoples

- A Promise Is a Promise*
 by Robert N. Munsch
Arctic Son by Jean Craighead George
Baseball Bats for Christmas
 by Michael Kusagak
Mama, Do You Love Me?
 by Barbara M. Joosse

Japanese Heritage

- The Boy Who Drew Cats: A Japanese*
 Folktale by Arthur A. Levine
Grandfather's Journey by Allen Say
The Magic Fan by Keith Baker

People with Disabilities

- A Girl Named Helen Keller*
 by Margo Lundell
Be Good to Eddie Lee by Virginia Fleming
Buddy: The First Seeing Eye Dog
 by Eva Moore
A Girl Named Helen Keller
 by Margo Lundell

- Mandy* by Barbara D. Booth
Silent Observer by Christy MacKinnon

General

- No Dragons for Tea: Fire Safety for Kids*
(And Dragons) by Jean Pendziwol and
 Martine Gourbault
The Patchwork House by Sally Fitz-Gibbon

Celebrations

- Children Just Like Me*
 by Barnabas and Anabel Kindersley
Let's Celebrate! by Caroline Parry
The Party by Barbara Reid

Fire Safety

- Arthur's Fire Drill* by Marc Brown
Fighting Fires by Susan Kuklin
Fire Night! by Monica Driscoll Beatty

Occupations

- Canadian Fire Fighters*
 by Paulette Bourgeois
Canadian Garbage Collectors
 by Paulette Bourgeois
Hats, Hats, Hats, by Ann Morris
Hello, Cat, You Need a Hat
 by Rita Golden Gelman
People at Work by Bobbie Kalman
Canadian Police Officers
 by Paulette Bourgeois
Canadian Postal Workers
 by Paulette Bourgeois
Who Does What? by Eric Hill

Poetry

Alligator Pie by Dennis Lee
The Library by Sarah Stewart
Shadow Play, Night Haiku
by Penny Harter
Sometimes I Wonder If Poodles Like
Noodles by Laura Joffe Numeroff

Songs

Canadian Folk Songs for the Young
by Barbara Cass-Beggs
Singing Bee! A Collection of Favorite
Children's Songs by Jane Hart

Internet

KidsCom Tangram
[http://www.kidscom.com/
games/tangram/tangram.html](http://www.kidscom.com/games/tangram/tangram.html)
Stone: Inukshuk and Tent Rings
[http://www.chebucto.ns.ca/Culture/
Shifting_Boundaries/stone.html](http://www.chebucto.ns.ca/Culture/Shifting_Boundaries/stone.html)

Videocassettes

Canadian Families

Jump-Up: Caribbean Carnival in Canada.
11 min. Produced by Joe MacDonald.
Directed by Claire Helman. National Film
Board.

Native Legends. "The Owl Who Married a
Goose," "Summer Legend," and "The Owl
and the Raven." 22 min. National Film
Board.

The Prophet: A Passover Celebration.
10 min. Produced by Joe MacDonald.
Directed by Eva Szasz. National Film
Board.

Raven's Feather Dance—A Creation Legend.
9 min. Produced by Tamara Lynch.
Directed by Eva Szasz. National Film
Board.

Toonik Time: An Inuit Spring Festival.
12 min. Produced by Joe MacDonald.
Directed by Eva Szasz. National Film
Board.

The Trickster: The Magic Library. "Anansi
and the Old Man Mud Turtle." 14 min.
Produced by TV Ontario-Ontario
Educational Communications Authority.
ACCESS, 1989.

Fire Safety

Well, Well, Well: Emergencies. 14 min.
Agency for Instructional Technology.
ACCESS, 1985.

Occupations

Harriet's Magic Hats. Series of programs
about occupations. 15 min. ACCESS,
1980–86.



Social



Physical



Intellectual



Creative



Emotional

Teaching the Whole Child

Across Canada

population: the people who live in a given area

Canada is a huge country. In area, it's the second largest country in the world. The **population** includes people who have moved from all parts of the world, as well as people born in Canada. It's a country with many cultures, traditions, customs, and languages.

Today, as you begin this introduction to Canadian families, your student will work with maps in Language Arts, play a familiar game with a new twist in Music and Movement, and demonstrate what it's like where you live during Project Time. Have fun learning about Canada and sharing information about your home!



¹ This information was taken from The Atlas of Canada (<http://atlas.gc.ca>) ©2003. Her Majesty the Queen in Right of Canada with permission of Natural Resources Canada.

What You Need Today

General Supplies

- box containing required materials

Calendar Time

- Calendar Package
- other materials as needed

Language Arts

- word boxes and index cards
- *Collections Writing Dictionary*
- *Level A: Modern Curriculum Press Phonics*, page 296
- Printing Practice notebook
- Thematic Assignment Booklet 9A
 - Day 1: Map of Canada
 - Day 1: Come and Visit Me
- “Across Canada” in *Dive In*
- maps from the back of this Student Module Booklet
- globe, wall map, or atlas (optional, but recommended)

Silent Reading

- books, magazines, or other favourite reading material

Math Time

- See Mathematics Module 9, Day 1.

Project Time

Project Choice 1: Where I Live—Painting

- paints, brushes, art paper

Project Choice 2: Where I live—Model

- old shower curtain or large piece of newsprint
- milk cartons, small boxes, twigs, toy people, and toy cars

Let's Look Back

- Thematic Assignment Booklet 9A
 - Day 1: Learning Log

Story Time

- mutually chosen reading material

Calendar Time

Time recommended: 30 minutes



If this is the beginning of a new month, take out a blank calendar page and help your student write in the name of the month and the numbers to date. On a blank calendar-picture page, draw a picture for the month. The drawing could be related to the current theme or it may be seasonal. Post the new calendar in the learning area.

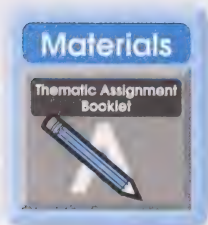
If it is not the beginning of a new month, continue with your current calendar and prepare a new month's calendar on the first school day after the month changes.

Your student will be constructing a weather graph on Day 18 of this module.

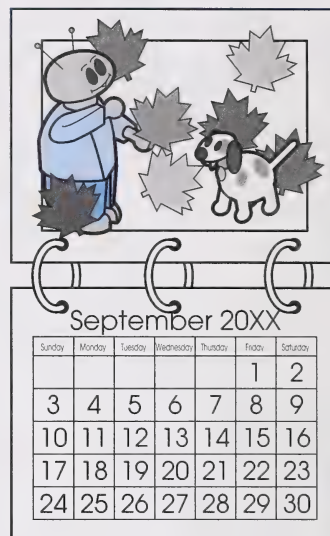
Complete the basic Calendar Time procedure found in the Calendar Package every day. Refer to other sections of the Calendar Package for additional activities.

Remember to note special events by drawing small symbols and/or writing keywords on the appropriate date. For example, if a trip to the doctor is planned, your student could draw a small face and write the word **doctor** on the date.

Focus for Today



In today's Learning Log, found on Day 1 of Thematic Assignment Booklet 9A, the questions are about your student's **work habits**, **attitudes**, and **interests**. Preview the questions in the Learning Log so you can observe your student's work habits, attitudes, and interests as you progress through the day's activities.



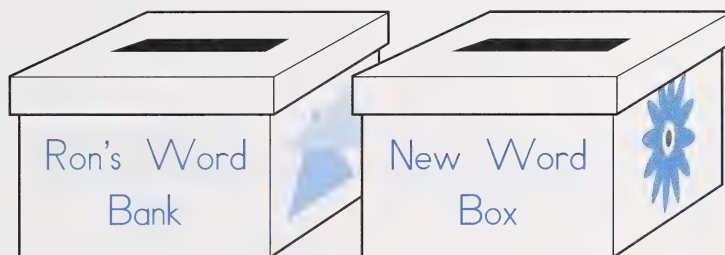
Language Arts

Time recommended: 35 minutes

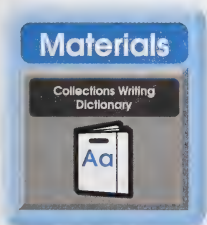
Word Study

At the end of Module 8, you removed the words from your student's New Word Box and personal word bank. From these index cards, you made two ringed flip books. From time to time, review the cards in the ringed books.

Practise the theme and personal-interest words (the white index cards) on occasion, and review the high-frequency words (coloured index cards) more often.



Print the high-frequency words **all** and **am** on coloured index cards.



If your student already knows these two words, place them in the word bank. Help the student choose alternative theme or personal-interest words to learn instead. Add any new words to the *Collections Writing Dictionary*.

If the words **all** and **am** are not recognized, have the student print them on a chalkboard or a piece of paper.

Point out that the word **all** is an irregular word because it does not follow standard spelling rules. Draw a heavy box around the word **all** to show that it is a “jail word.”



Underneath the word **all** on the chalkboard or piece of paper, help your student list other words that belong to the same word family, such as **ball, call, fall, hall, mall, tall, wall,** and **small**.

Next, tell the child that the word **am** is not a jail word because it follows standard spelling rules.

Underneath the word **am** on the chalkboard or piece of paper, help your student list other words that belong to the same word family, such as **dam, ham, jam, Pam, ram, Sam,** and **tam**.

Phonics

Today's lesson continues the study of **contractions**.

The contractions you will discuss today are formed using the word **not**. You could introduce the topic by playing an opposites game with your student. Ask the student to say the opposite of a spoken word. For example, if you say the word **should**, your student would answer **should not**. The following list shows other examples. Print each word and its opposite on the chalkboard or a piece of paper.

can
is
does
did
could
will

cannot
is not
does not
did not
could not
will not



Next, ask the student if he or she knows the short form or contraction for each of the opposites. For example, if you say “should not,” your student would reply “shouldn’t.” Provide help with this activity if necessary.

cannot
is not
does not
did not
could not

can't
isn't
doesn't
didn't
couldn't

Next, ask the student what two words the contraction **won't** represents. Focus attention on how this word is different from the other contractions.

will not

won't

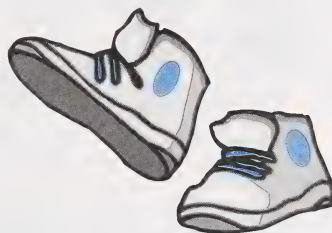
Next, practise using the contractions in a sentence. You can give a sentence first, and then your student can follow your example.

You could say,

I **can't** find my shoes.

and your student might respond,

I **can't** reach the tap.



Materials

Phonics Book



Materials

Student Folder



Repeat the same procedure with the contractions **isn't**, **doesn't**, **couldn't**, **didn't**, and **won't**.

Turn to page 296 in *Level A: Modern Curriculum Press Phonics*. Read the instructions aloud and then have your student complete the page. Correct it when finished and guide the student to make any necessary corrections. Mark the corrections in a different colour.

Have your student label the page with his or her full name and M9D1 and place it in the Student Folder.

Printing

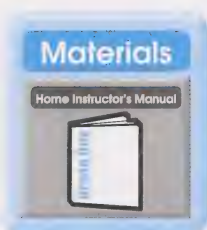
Have your student print a sentence with each of the following contractions in his or her Printing Practice notebook.

can't
doesn't
isn't
won't



Review any problems your student may be experiencing with the following:

- printing the letters using the base, dotted, and top lines
- leaving a space between words
- forming each letter as demonstrated on the printing charts
- starting and finishing letters in the correct place



For additional information, see Printing Steps and Strategies in the Appendix of the Home Instructor's Manual.

Music and Movement

Time recommended: 10–15 minutes



Whenever it is possible, enjoy the Music and Movement activities outdoors. Fresh air and vigorous exercise help to keep the mind sharp and focused for learning.

If there are some days you think your student might benefit from a less structured approach to fitness, such as a brisk walk through the neighbourhood or a playtime at a nearby park, that is fine. Preview the content for that day and see if some of the elements can be incorporated into your chosen activity.

Today's Music and Movement activity is a Japanese version of the familiar game "Simon Says." The Japanese version is known as "Big Lantern" or "O-ke-Cho-Chin." Discuss this information with your student and locate Japan on a world map (from the end of the Student Module Booklet, an atlas, or a globe).



If more than two people are available to play, choose one person to be the leader. If you and your student are the only players, you can flip a coin to decide who is the first leader. The leader will give a command and make a gesture to go with it. For example, the leader says "Big Lantern" and makes the shape of a big lantern with his or her hands. The followers say the words and copy the gesture.

But there's a trick! Sometimes the leader does not match the gesture to the words. For example, the leader says "Little Lantern" but gestures a big lantern. Do the followers notice, or do they copy the mistake? If a mistake is made by a follower, that person has to drop out of the game.

Adapt this game to be more active by including such things as "Hop on two feet" and demonstrating it by hopping on two feet, or one foot if you're trying to trick the follower! Take turns being leader.

Language Arts

Time recommended: 60 minutes

Reading

Begin today's activities by reviewing mapping skills and locating the town, city, or rural area where you live. Use the provided maps or maps or a globe of your own.



On Day 7 of Module 5, your student learned how water and land are represented on maps. Display a globe, a world map in an atlas, or the provided world map. Use the following script to review and discuss today's topic.



Do you remember what the blue areas on the map or globe show?

What do the coloured areas represent?

This globe (or map) is a map of the whole world.

The world is divided into different countries.

Which country do we live in?



Help the student locate Canada on the world map or globe. Discuss Canada's relative size and compare Canada's area with some smaller countries that your student may have heard of, such as Japan or Britain. Locate any countries you may have visited or where you have relatives or friends living.

Discuss with the student the name of your province or territory. Help the student find the town, city, or area where you live.

Activities

Teaching Tip



You might wish to leave the world map up for the entire module. Many other countries are referred to in the coming lessons. You could find and put a marker on each country as it is mentioned. This will help to give the student the sense that people have come from all parts of the world to make their homes in Canada.

Materials

Thematic Assignment Booklet



Turn to Day 1: Map of Canada in Thematic Assignment Booklet 9A. Compare this map to the representation of Canada on the globe, in your atlas, or your mini-atlas. Can your student recognize the shape of Canada as being the same?

Help your student locate the province or territory where you live. Label the name of your community, town, or city. Read aloud the names of the other provinces or territories.

If you are not presently living in Canada, use a map or globe to locate where you live. You could also refer to a place where you may have previously lived in Canada. The object of this activity is that your student will be able to locate and identify a known community.

You can introduce today's reading selection by saying the following:

Imagine that a friend came to visit you from far away.

Where would you take your friend?

What would you show your friend about where you live?

In today's reading selection, children from across Canada invite you to visit and find out what things are like where they live.

Materials

Reading Resources



Today's reading selection, "Across Canada," is found on page 4 of *Dive In*. Examine the map on this page. How many place names does your student recognize? Can your student point out the province or territory where you live?

If you are living outside Canada, have your student use an atlas to again point out the country where you are living. Then, compare Canada to your country by discussing such features as physical shape and area. Note that the islands on Canada's western side are missing from this map and the correct name for Newfoundland is Newfoundland and Labrador.

Continue with the following script:

Each page in the story has a child from a different province or territory inviting you to come and visit.

Let's look at the pictures for things that are similar to the ones found where we live.

There could be several pictures that match features of the area where you live. For example, if you live close to a lake, the student might say that the water and boats shown on page 5 are similar to ones found near you.

Now, read the story aloud and encourage your student to join in on familiar words. Pause after reading each page and locate the province or territory on the map at the beginning of the story.

Now, ask your student to read the story aloud independently. Prior to beginning, call attention to the repetitive pattern of the sentences on each page. After this reading, discuss the story using the following questions:

What makes each province or territory special? (Go through each of the pages and guide your student to find the special attraction(s) in each province.)

Which province or territory would you like to visit? Why?

What would you tell a visitor about your province or territory?



Writer's Workshop

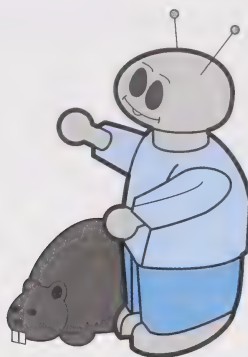
During Writer's Workshop, your student will use the pattern from today's reading selection to tell about the area near your home.

Discuss and list some things that are special about the area where you live. You could use some of the following ideas to guide your discussion:

- What natural features make your area special? For example, is there a lake or river nearby? Do you live in a forested area, on the plains, in a hilly area, near a canyon, or in a city?
- Are any special buildings, tourist attractions, or recreation opportunities nearby?
- What resources provide many jobs in your area? For example, if you live in a forested area, perhaps many people work in the logging industry.
- What animals live in your area?
- Are there any special celebrations, fairs, or other community events that visitors can enjoy in your area?

Day 1 • Across Canada

Turn to “Across Canada” from *Dive In*. Review some of the things the children in the story would show to a visitor. Guide your student to focus attention on the words and sentences that are repeated on each page to form a pattern.

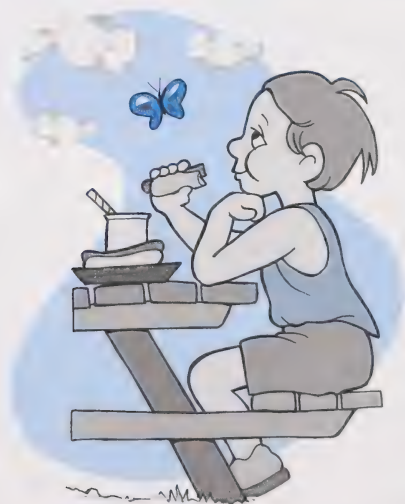


Materials

Thematic Assignment
Booklet



Turn to Day 1: Come and Visit Me in Thematic Assignment Booklet 9A. In this assignment, your student will use the pattern sentences to tell about where you live.



Has all your travelling made you hungry? Now would be a good time to take a lunch break.

Silent Reading

Time recommended: 5–10 minutes

During Silent Reading, you may read whatever you choose. The reading material does not have to be about this module. Your student could read several different things each day, or he or she may choose the same reading material more than once.

Remember to instruct the student to organize his or her reading material before beginning Silent Reading. Once Silent Reading begins, it is best if neither you nor your student move around in search of more books, a drink of water, or anything else.



Math Time

Time recommended: 45 minutes

If your student is registered in the Grade One Mathematics program that accompanies this Thematic program, encourage work on mathematics each school day. Proceed with Mathematics, Day 1 activities now.

If your student is not registered in the Grade One Mathematics program, then proceed with the activities that follow.

Project Time

Time recommended: 50 minutes

“Where I Live” is the theme of today’s Project Time. Your student can choose either project to represent the theme. Encourage your student to gather the materials independently and to put them all away when finished.

Project Choice 1: Where I Live—Painting

The student can paint a picture of the area where you live. Use a large piece of art paper so there will be room to include details. Remind your student to use skills that have been taught throughout the year, such as the use of a horizon line, texture, overlapping, or other techniques. Also remind the student to plan and visualize what will be painted before beginning.



Project Choice 2: Where I Live—Model

Use an old shower curtain or large piece of newsprint as a base for the model. Sketch in nearby streets or landforms with a felt pen. Then add small boxes or milk cartons to represent buildings. Include twig “trees” stuck in modelling-clay bases, toy cars, people, and whatever else you can think of to make it more realistic.



Sharing Time

Time recommended: flexible

Your student can describe this morning's reading selection, and ask family members what they would show a visitor about where you live. Today's artwork could also be shared.



Let's Look Back

Time recommended: 10 minutes

As you review the day's activities, you could use questions such as the following:

Today was our first day of Module 9.

What part of today did you enjoy the most?

What part was the hardest? Why?

What part was the easiest? Why?

What are you looking forward to learning about?

What would you like to tell your teacher about today's lesson?

Materials

Thematic Assignment Booklet



Turn to the Day 1: Learning Log in Thematic Assignment Booklet 9A. Complete the checklist and add any comments you may have. Assist the student, as needed, in completing the student's comments.

Story Time

Time recommended: flexible

Story Time is a special sharing time for you and your student. Enjoy a relaxed and happy time as you read aloud a book you have chosen together. You may want to share a story at another time of the day that will better suit your family situation and schedule.



**Do you know what inukshuks are?
You will “visit” some on Day 2!**

People of Canada's North

Today your student will learn about life in Canada's North and play some traditional Inuit games. During Project Time you'll work with string or stones—two materials traditionally used by the Inuit people.

For today's Writer's Workshop activities, you'll want to have a few resources on hand that have pictures and information about Canada's North. These resources might include a book, calendar, encyclopedia, CD-ROM, or other resource.



What You Need Today

General Supplies

- box containing required materials

Calendar Time

- Calendar Package
- other materials as needed

Language Arts

- word boxes and index cards
- *Collections Writing Dictionary*
- *Level A: Modern Curriculum Press Phonics*, pages 297 and 298
- world map or atlas
- “Shapes of Stone” in *Swing In*
- “Across Canada” in *Dive In*
- resources about Canada's North
- video, *Toonik Time: An Inuit Spring Festival* (optional)

Music and Movement

- stick, string
- metal or rubber ring
- towel or small blanket
- doll or stuffed animal
- hoop

Silent Reading

- books, magazines, or other favourite reading material

Math Time

- See Mathematics Module 9, Day 2.

Project Time

Project Choice 1: Inukshuks

- stones, blocks, and other building materials

Project Choice 2: String Art

- yarn or string, hammer, nails with large heads

Let's Look Back

- Thematic Assignment Booklet 9A – Day 2: Learning Log

Story Time

- mutually chosen reading material
- *Arctic Son* by Jean Craighead George, *Baseball Bats for Christmas* by Micheal Kusugak, *Mama, Do You Love Me?* by Barbara M. Joose, or *A Promise Is a Promise* by Robert N. Munsch (optional)

Calendar Time

Time recommended: 10 minutes

After the basic Calendar Time procedure, refer to the Calendar Time Teaching Notes found in the Calendar Package. These notes, which you may have posted, suggest suitable activities for your student's development and your family's plans.

Focus for Today

Social Studies is the focus of today's Learning Log. You will be asked to comment on skills your student is developing. Preview Day 2: Learning Log in Thematic Assignment Booklet 9A to assist in your observations.

Language Arts

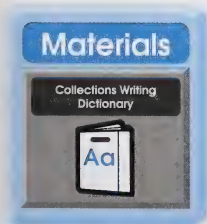
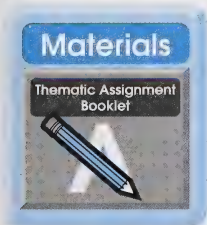
Time recommended: 35 minutes

Word Study

Today you will check if your student can read all the parts of your address. Print the street or postal address on one coloured index card and the name of the town or city on another.

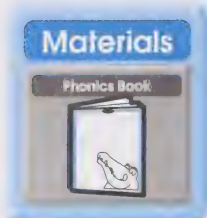
Discuss the elements of the address, including what any abbreviations stand for, such as PO, St., or RR. If your student is already familiar with the elements of your address, include other details, such as the postal code and the name of the province.

Ask your student to print his or her full name and address inside the front cover of the *Collections Writing Dictionary*.



When the student has finished, the cards can be put in the appropriate spot—the New Word Box if they are words your student is learning, or the personal word bank if your student has mastered them.

Phonics



Today's phonics work includes a review of contractions. Turn to pages 297 and 298 in *Level A: Modern Curriculum Press Phonics*. Have your student read the instructions aloud, do the work, and then have the pages corrected. Mark any corrections in a different colour.



When the pages are complete, label them with the student's full name and M9D2 and place them in the Student Folder.

Printing

Today's printing activity is to make a set of cards for playing a game of Concentration. Cut small cards from thick paper (so that the words cannot be read from the back). Have your student print each of the following words on a baseline drawn on a card. The two words that make the contraction—for example, **it is**—will go on one card. The contraction—**it's**—will be put on another card. Remind your student to print carefully and form the letters correctly.

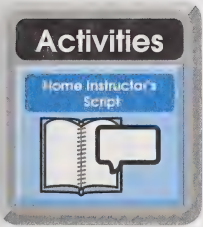


it is	it's	cannot	can't
they are	they're	he is	he's
she is	she's	I am	I'm
I will	I'll	will not	won't
we will	we'll		

To play Concentration, begin by placing all the cards upside down. Spread them out. Take turns turning over two cards at a time, trying to choose a contraction and the two words that make up the contraction, such as **it's** and **it is**. Each time a player finds a pair, the cards are kept and another turn is taken. Display the pairs to reinforce the student's learning.

Music and Movement

Time recommended: 10–15 minutes



In Canada's North, the winters are long and dark.

Long ago there was no television or movies.

The people of the North made up many different games to help pass the time.

You can try some of the Inuit games that follow.

Ajaqaq

It was once believed that playing Ajaqaq (ǎ jā kāk) in winter would make the Sun return sooner. You might have played a version of this game on Day 8 of Module 6, using a cup, a can, or a paper-towel tube.

To play the game, tie one end of a string around a metal or rubber ring, such as a curtain ring or small canning seal. Tie the other end to a stick. Hold the stick in one hand and try to flip the ring onto it. If you find this activity easy to do, make the game more challenging by using a longer or shorter string or by using your opposite hand.

Muk

The objective of this game is to keep a straight face while another player tries to make you laugh. Can you do it?

A variation of this game is “Poor Kitty.” The “kitty” kneels in front of another player. The kitty meows three times, and after each time the player must pat the kitty on the head and say “Poor Kitty” without smiling or laughing. If the player cannot do it, then he or she changes places with the kitty. If the player can do it, the kitty goes on to the next player and meows again.

Nalukatok: “Blanket Toss”

Choose a doll or stuffed animal. If two people are playing, use a towel; with more people, use a small blanket. Let everyone hold part of the edge of the blanket or towel. Put the doll in the centre and toss it up into the air. Each time it lands, toss it again. You can also try this activity with a large ball instead of a doll.

Hoops

This is a popular game with many Aboriginal groups and people from other parts of the world, too. One player rolls a hoop and the other player tries to throw something, such as a long stick or a ball, through the hoop without touching it.

Language Arts

Time recommended: 60 minutes

Reading

Start this morning's session by talking about and pointing out on your map or globe what is on each side of Canada. For example, the Arctic Ocean and Alaska are to the north, the Atlantic Ocean is to the east, the United States is to the south, and the Pacific Ocean is to the west.



Locate the compass on your map. Discuss the directions **north**, **south**, **east**, and **west**, and then guide your student to face each direction. Briefly practise identifying directions by having the student name the direction of a given object from a central spot in the learning area. Your student may find it helpful if you display cards with the directions on the walls of your learning area. Also discuss the directions in a few outdoor locations the next time you go outdoors with your student.

Materials

Reading Resources

Use the following script to discuss today's Social Studies topic. You could review the story "Across Canada" from page 4 of *Dive In* before you begin.

On Day 1, we talked about where we live, and we read a story about the homes of some other Canadian children.

How were the places the children in the story lived in different from our area?

Families live in many different areas across Canada.



In some ways, most Canadian families are the same. They love and take care of one another, provide a home and food for family members, and work and play together.

Canadian families may differ in some ways. They may do different things for fun, or live in a different kind of home, or eat different kinds of food.

In this module we will be learning about families from many places in Canada.

We will be finding those places on maps and talking about some of the things families in different areas do.

Today we will be talking about the northern part of Canada. This area is sometimes called the Arctic.



Help your student find the northern part of Canada on the map or globe, using the map compass.

Do you know anything about northern Canada?

If your student has any knowledge of northern Canada, make a page titled **What I Know About Northern Canada** and jot down your student's points. Then, on another sheet of paper, list **What I Would Like to Learn About Northern Canada**.

Materials

Reading Resources



Turn to “Shapes of Stone” on page 14 in *Swing In*. Preview the page with your student. Ask the following questions:

What does this picture remind you of?

What shape do the rocks make?

If you saw this rock shape from far away, would it remind you of the shape of a person?

How tall do you think this statue is?

How many rocks were used to build it?

Do you know what this statue is called? Let’s find out more about it.

Start reading the first sentence. Point to the word **Inukshuks**, but do not read it aloud.

What do you notice about this word?

Do you remember some strategies that can be used to figure out a long word?

(Look for smaller words or word parts, break the word into syllables, and look for sounds you know.)

In this word, the letter **u** is making the “looking oo” sound, like in the word **look**.

Let’s divide the word into syllables and try to sound it out.

On a piece of paper or on the chalkboard, write the word showing the syllables and encourage your student to sound out each syllable and then blend the sounds to say the word.

I nuk shuk

Now add the letter **s** to **Inukshuk**. Remind your student that an **s** at the end of a word indicates that there is more than one of something.

Have your student read the title of the story, and then allow your student to look at the illustrations in the story. Make predictions about the story by asking the following questions:

What do you think an Inukshuk is?

What part of Canada do you think this story is from?

Point out the three northern territories on the map and read the names together. Have the student show you which direction is north on the map and in your home. Now, read the story aloud. Encourage the student to join in on familiar words. Then, allow the student to read the story independently.



Continue with the following script:

Why do you think the people of the North build Inukshuks?

Some Inukshuks are landmarks. In many parts of Canada's North, the ground is flat. It is covered with snow most of the year.

Inukshuks can be seen from far away. They help travellers to know which way to go. Let's look at page 16 in *Swing In*.

Do you think the children built this Inukshuk?
Why or why not?

How do you think the stone was lifted to the
top?

In this story, there were three different resources
used to make Inukshuks. What were they?

(Look through the selection to find the answer—stones, blocks,
and a computer.)

Can you think of other resources that could
have been used?

Look at the Inukshuks on pages 22 and 23.

What do all the Inukshuks have in common?

(two “legs”, a broader piece in the middle, smaller pieces on top)

Now have your student draw an Inukshuk. Your student could use
the paint program on a computer or draw it by hand. Each layer of
the Inukshuk could be shaded in.

Materials

Collections Writing
Dictionary

Aa

Ask the student to label the drawing. Then, print **Inukshuk** on
a white index card and add it to the New Word Box and the
Collections Writing Dictionary.



Enrichment (optional)

Can you find other pictures of Inukshuks on the Internet, in encyclopedias, or from other resources? How are they similar to, or different from, the ones in this reading selection? **Note:** The word **Inukshuk** is frequently spelled **inuksuk**.

Writer's Workshop

During Writer's Workshop, your student will research and write about life in Canada's North. You may wish to discuss whether the research reflects the traditional lifestyle or modern living.



Review the **What I Know About Northern Canada** and **What I Would Like to Learn About Northern Canada** pages that you made earlier during Reading.



Have your student look through the gathered resource material about northern Canada for answers to the **What I Would Like to Learn About Northern Canada** questions. You could use the Internet or computer encyclopedia programs if you have access to a computer.

If you have managed to locate the video *Toonik Time: An Inuit Spring Festival*, or another video about Canada's North, you could use it as a source of information.

As you and your student look through or read the resource materials, take time to print key words and ideas on the **What I Know About Northern Canada** page. For example, if you are looking at a photograph of the Arctic and the student notices a polar bear, you would print **polar bear** on the chart.

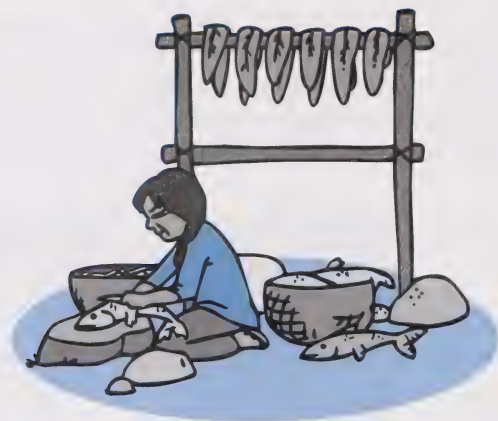


If you are unable to locate any resource materials about the subject, you could tell your student what you know about the Arctic and invite input from other family members. You could also use the photographs and graphics throughout today's lesson as a source of information. Pages 15, 16, and 17 in the story "Across Canada" could be discussed as well.

Ask your student to use the words from the **What I Know About Northern Canada** and **What I Would Like to Learn About Northern Canada** pages to write two or three sentences about Canada's North on a piece of paper. If you have a computer, your student may write the sentences using a word-processing program. Encourage the student to illustrate the page, too.

When the work is complete, have your student label the back of the three pages with his or her full name and M9D2. Place the work in the Student Folder.





Enjoy your lunch! Do you like fish?

Silent Reading

Time recommended: 5–10 minutes

Young children regularly mimic the behaviours of those around them. Since imitation is a vital part of learning, it is critical that you model reading as an important part of your life. Talk about the interesting things that can be learned from reading and point out the many ways people use this skill. For example, while shopping or running errands, make a game of counting how many people you and your student see reading.

Remember to include people reading signs or labels as well as those reading newspapers. Your student will probably be amazed at how important reading is.

Enjoy your chosen reading material as you both read, and don't forget to share your impressions and opinions about today's choices.

Math Time

Time recommended: 45 minutes

Proceed with Mathematics Module 9, Day 2.

Project Time

Time recommended: 50 minutes

Choose **one** of the following projects. Do both only if you and your student are personally motivated to do so.

These projects may be done outdoors if the weather is suitable.

Project Choice 1: Inukshuks

What materials do you have that you could use to make Inukshuks?

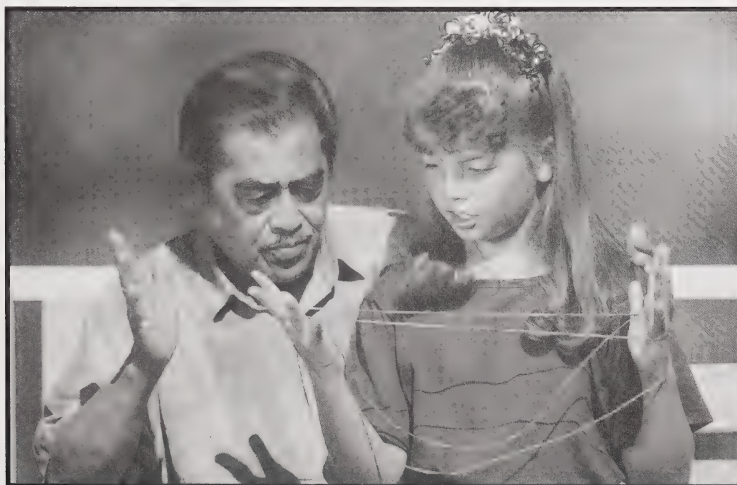
Can you make an Inukshuk alone or will you need help?

Make several Inukshuks of different types, sizes, and out of different materials. Which ones do you think will last longest? Some Inukshuks could be just a few centimetres high. Others could be as tall as you are or taller!

Project Choice 2: String Art

Cat's Cradle

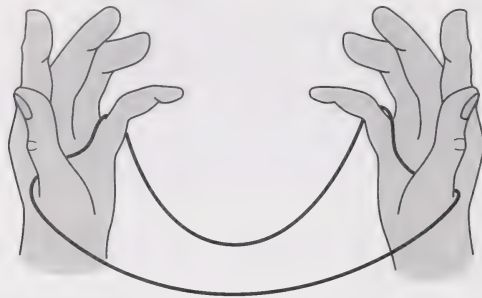
You have learned that winter is a dark season in Canada's North, and people are often indoors. String games are an enjoyable way to help pass the time. It was said that making a cat's cradle would help to catch the Sun as it passed from view at the end of autumn.



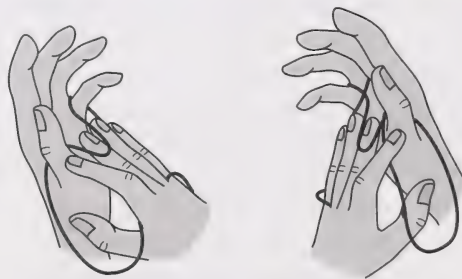
Day 2 • People of Canada's North

Help your student make a cat's cradle by following these instructions:

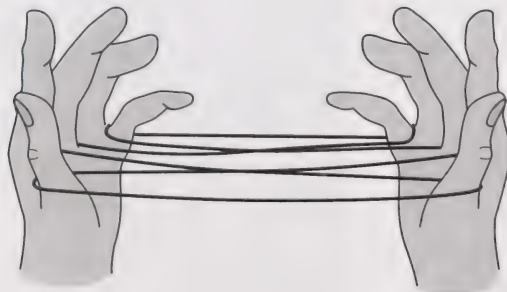
- Tie a piece of string or yarn to make a circle. Wind the string behind your thumbs and little fingers, so it goes across your palms.



- Tuck the middle finger of your right hand under the string across your left palm. Tuck the middle finger of your left hand under the string across your right palm.

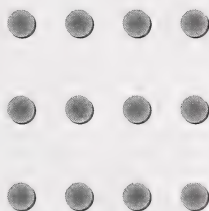


- Draw both hands apart.



String Designs

Find a board or other scrap of wood. Pound large-headed nails (such as roofing nails) into the board in a pattern. Do not pound the nails all the way into the board. One pattern is shown here, but you could use your own ideas.



You may recycle your cat's cradle yarn. Cut off the knot. Tie one end of the string or yarn around one of the nails, and then weave it around the other nails to make designs. Experiment with different colours of yarn.

Tie extra string or yarn to the string you are using. You could also make designs weaving string around the branches of a tree.

Sharing Time

Time recommended: flexible

Invite your student to choose **one** or **two** of the following suggestions:

- Read aloud the Writer's Workshop sentences.
- Ask the audience what they know about life in Canada's North and what they would like to find out about life in northern Canada.
- Take your audience on a tour of your Inukshuks or involve them in some string-art activities.

Let's Look Back

Time recommended: 10 minutes



As you review the day's activities, praise your student's progress in "reading" maps. Ask questions such as the following:

What have you learned about maps?

If you were to visit a family in northern Canada, what kind of things do you think they would show you?

What would you most like to see in Canada's North?

Materials

Thematic Assignment Booklet



Ask your student to share any personal comments with his or her teacher. Write your student's comments and your own on the Day 2: Learning Log in Thematic Assignment Booklet 9A. Complete the checklist.

Story Time

Time recommended: flexible

There are many good fiction books available that deal with family life in the Arctic. Your student may enjoy one of the excellent books from the following list:

- *Arctic Son* by Jean Craighead George
- *Baseball Bats for Christmas* by Micheal Kusugak
- *Mama, Do You Love Me?* by Barbara M. Joosse
- *A Promise Is a Promise* by Robert N. Munsch



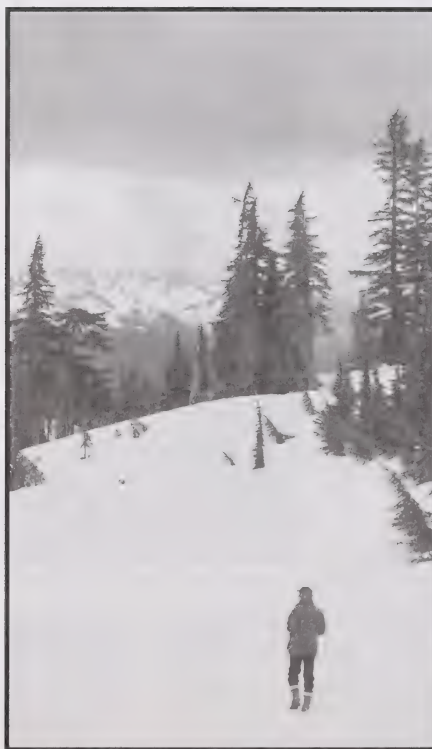
On Day 3, you will visit a boy from northern Alberta.

Have you ever travelled to northern Alberta?

Where Clifford Lives

Today's reading selection provides a glimpse into the world of a young boy living in northern Alberta. You'll meet Clifford today and take a tour of his world. There are project choices based on the story and an adventure story to be written in Writer's Workshop.

Another special part of today is spelling. Six new words are introduced for spelling—the last set of six for this course! And it's "Tag Day" in Music and Movement. Enjoy Day 3!



What You Need Today

General Supplies

- box containing required materials

Calendar Time

- Calendar Package
- other materials as needed

Language Arts

- Thematic Assignment Booklet 9A
 - Day 3: Spelling Pre-Test
 - Day 3: Clifford's World/My World
- *Level A: Modern Curriculum Press Phonics*, pages 299 and page 300 (Page 300 is optional.)
- Printing Practice notebook
- "Across Canada" page 4 in *Dive In* (optional)
- map of Canada or Alberta (optional)
- computer (optional)
- *Collections Writing Dictionary*

Silent Reading

- books, magazines, or other favourite reading material

Math Time

- See Mathematics Module 9, Day 3.

Project Time

Project Choice 1: Painting of Where Clifford Lives

- paints, brushes, newspaper, paint shirt

Project Choice 2: Fry Bread (Bannock)

- recipe ingredients

Let's Look Back

- Thematic Assignment Booklet 9A
 - Day 3: Learning Log

Story Time

- mutually chosen reading material
- *A Boy of Tache* by Ann Blades, *The Girl Who Loved Wild Horses* by Paul Goble, and *The Rough-Face Girl* by Rafe Martin (optional)

Activities

Calendar Time

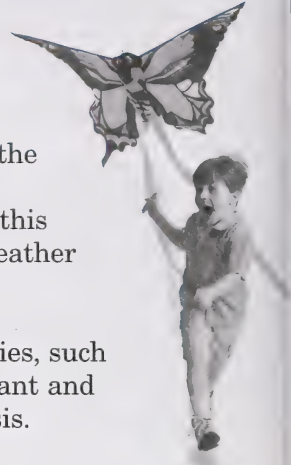


Calendar Time

Time recommended: 10 minutes

After completing the basic Calendar Time procedure, discuss the day's weather. Using the weather key, have the student draw a small weather symbol on the calendar. On Day 18 this weather record will be used to complete a weather graph.

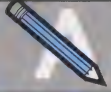
Proceed with individualized calendar activities, such as identifying and describing examples of plant and animal changes that occur on a seasonal basis.



Focus for Today

Materials

Thematic Assignment Booklet



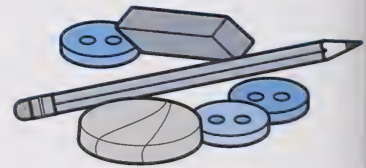
Which strategies does your student use when trying to read new material? Have you seen growth in the student's ability to read independently? You'll be observing your student's approaches to **reading**, and commenting on them in today's Learning Log in Thematic Assignment Booklet 9A.

Language Arts

Time recommended: 35 minutes

Spelling

Pre-test your student on the six spelling words for this module to determine whether the student already knows the words or needs instruction or practice. Remember that the term *pre-test* means that the student doesn't study, or even glance at, the words before testing.



Materials

Collections Writing Dictionary



Materials

Thematic Assignment Booklet



Study is only required on the words your student is unable to spell. If your student already knows how to spell these words, that's great! Choose other theme-related or personal-interest words to learn. Remember to add any new words to the *Collections Writing Dictionary*.

Turn to Thematic Assignment Booklet 9A and complete Day 3: Spelling Pre-Test. Read the Module 9 spelling words and ask the student to print them on the lines provided.

These are the spelling words:

for
what

not
but

all
were

On Days 5 and 7 of this module, your student will be doing Spelling activities to help with the learning of the words.

Phonics

Word endings, consonant digraphs, and contractions will be reviewed today.

Materials

Phonics Book



Turn to page 299 in *Level A: Modern Curriculum Press Phonics*. Begin by asking your student to read aloud the words in the word list at the top of the page. Then, read the instructions together and ask the student to complete the page. Correct it when finished, and have your student make the necessary corrections. Mark the corrections in a different colour.

Your student could choose between **two** activities for further review. One choice is to do page 300 in *Level A: Modern Curriculum Press Phonics*. The other choice is to remove all the index cards from the rings and sort them into groups:

- word ending in **-ed** or **-ing**
- contractions
- words that have a beginning sound made up of two letters (a consonant digraph or blend)



You could add other categories to review the skills your student needs to practise. For example, if your student is having difficulty with long vowel sounds, ask that all the words with a “super e” or a double vowel combination (**oa**, **ee**, **ea**) be found.

Label the phonics pages with the student’s full name and M9D3 before placing the pages in the Student Folder.

Printing

Your student will practise adding endings to words in his or her Printing Practice notebook.

First, ask your student to print and read the following words:

play

jump

Next, tell your student to add **-ed** to each of the words, and then print a separate sentence with each word. Examples follow.

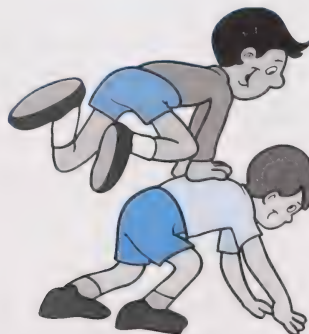
I played with my brother.

I jumped over my brother.

Last, print the words **play** and **jump** with an **-ing** ending, and then print a separate sentence with each word. Examples follow.

I am jumping over my brother.

We like playing leapfrog.



Music and Movement

Time recommended: 10–15 minutes

Today is “Tag Day!” There are many variations of tag. Feel free to use any that you know, such as frozen tag or shadow tag, or invent new ones. Remember that running is only one way to play tag—the players could hop, crawl, go backwards, and so on.

Tag is played in many countries of the world. Some Canadian children play this variation from Lebanon. It’s called “Ride Up High, O Uncle!” A player is safe if he or she is standing on something, such as a rock, chair, or log—anything that will lift him or her above the level of the playing field. Once above the playing field, the player calls out, “Ride up high, O Uncle!” and is safe until he or she steps down again. Then, player, beware! If you get tagged, then it is your turn to catch someone who isn’t safe.

If you have several players who are about the same size, you might like to finish this session with a game that was popular with the British monarchy in the sixteenth century—leapfrog! Players crouch or kneel down and another player jumps over their backs. Can you imagine kings and queens playing this game? They did!



Language Arts

Time recommended: 60 minutes

Reading

The title of today's story is "Where Clifford Lives." Before reading this story together, introduce it using the following script:



The story we will now read is about a boy who lives in northern Alberta.

Which direction is north on the map?

Let's find Alberta on the map.

Now, show me where northern Alberta is located.

Clifford lives very close to the Hay River. Let's find the Hay River on the map.

What do you think it's like where Clifford lives?

What kind of animals might live there?

Read the title together, and then have the student look at the pictures. Use the following questions to continue your discussion.

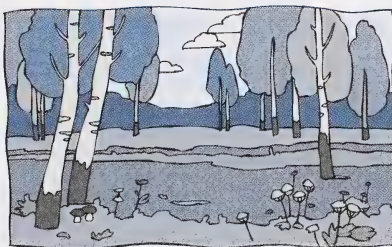
How would you describe Clifford's home?

What animals do you see?

How do you feel when you look at the pictures in this story?

Read the story with your student, pausing to talk about the pictures and Clifford's feelings.

Where Clifford Lives



After breakfast, Clifford looked out the window of his family's home at the large evergreen forest and the Hay River. It wasn't long until his 16-year-old brother and his younger sister joined him. They had fun as they watched and named the wild animals that they could see in the yard and in the nearby bush. Then, Clifford became quiet and, as he stared out the window, he thought about his life and where he lives.

Clifford's mom, dad, and grandfather are very proud of Clifford because of his excellent skills in identifying different kinds of animals and the signs they leave behind to show that they were there.



Clifford likes to visit the nearest neighbours because then he can play with his best friends, Robert and Julie. It takes two hours to get there by quad (four-wheel all-terrain vehicle) or snowmobile, but Clifford has to wait until his older brother can take him.

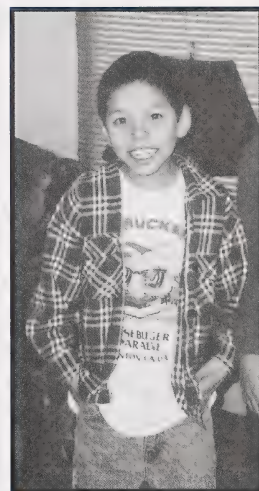


To get to the neighbour's place, Clifford and his brother travel along the river for a while then through the bush, and eventually go around a lake and some swamps. They drive slowly to prevent any accidents on the trail and they always wear helmets.



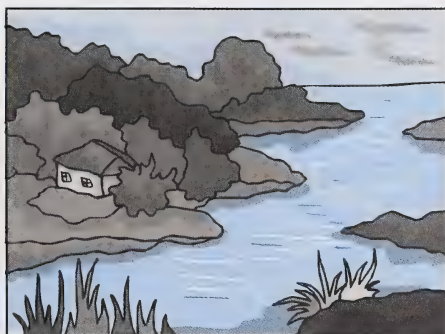
In the bush around Clifford's home, and when he goes to check the trapline with his dad and older brother, he often sees animals such as owls, bears, beavers, hares, weasels, and lynx.

Clifford does his schooling at home and sends his lessons to a teacher who lives far away. Clifford especially likes reading the comments from his teacher.



Clifford sometimes wishes that he lived closer to his friends, but his family's lifestyle keeps the family living where there is a lot of wildlife.

As Clifford moved away from the window, he was filled with a great sense of happiness. How lucky his family and he were to live in this vast forest with its thousands of beautiful rivers, lakes, and swamps. Clifford was also in awe that the Hay River, which was just a few metres away from his house, feeds into the mighty Mackenzie River and then up into the Arctic Ocean.



Day 3 • Where Clifford Lives

There are many words with **-ed** and **-ing** endings in this story. You could point out some of them before your student begins the second reading.

Read through the story a second time, with your student reading as much as possible. Provide help when needed.



When you are finished, ask the following questions:

Does Clifford live in a town or in the country?

Who is in Clifford's family?

How is Clifford's family the same as yours?

How is Clifford's family different from yours?

What kinds of transportation does Clifford use?

What job does Clifford help his dad and brother with?

What did Clifford like about where he lived?

community: a group of people living in the same place

Your student will now compare Clifford's family and **community** to your family and community. As you discuss the similarities and differences, you could compare recreation (fun) activities, weather or climate, family chores or jobs, and family members. For example, the story indicates that, in Clifford's family, there is a younger sister, an older brother, a mother, a father, and a grandfather. You can compare this to your own family members.

How is Clifford's family and community like yours?

How is it different?

Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 9A and follow the directions to complete Day 3: Clifford's World/My World. Explain that this chart, called a Venn diagram, is a way of comparing two things. In the part of the circle called Clifford's World, your student will list things that are found only in Clifford's World. On the My World side, list things found only in your student's world. Where the circles overlap, list the things that are common to both Clifford and your student.

Enrichment (optional)

Northern Alberta is the home of many Dene, Cree, and Metis people. Several Alberta communities have established Native Friendship Centres or other organizations dedicated to preserving the heritage of Aboriginal People. Often, traditional crafts and objects of historical interest are displayed at these centres. Other communities may have local museums that highlight the historical and traditional heritage of Aboriginal People. A field trip to one of these places could enrich your student's understanding of Canadian families.

Other sources of information may be the Internet, the CBC North television station, ACCESS videos, and your local library. CBC North often features traditional stories told by elders or animated legends. Check the list of additional resources at the beginning of this module for suggestions.



Writer's Workshop



Your student could write a few sentences to tell about an experience that could happen in northern Alberta, where Clifford lives. Use the following questions to guide your student's pre-writing:

Would you like to live where Clifford lives?

What is something that Clifford, his older brother, and dad do? (check the trapline)

What would you do if you lived in Clifford's area?

What kind of animals might you see?

What kind of sports or activities could you do?

Will your story happen in the summer or the winter?

Write a story about an adventure you might have in northern Alberta.

Your student could write the story on a piece of paper or use a word-processing program on the computer.

Materials

Student Folder



When the story is completed, label the back of the page with the student's full name and M9D3. Place it in the Student Folder or keep it handy to share with family members at Sharing Time.

Journal Writing (optional)

In this session, you will continue to work with your map of Canada and discuss other parts of our country. Turn to "Across Canada" on page 4 of *Dive In*.

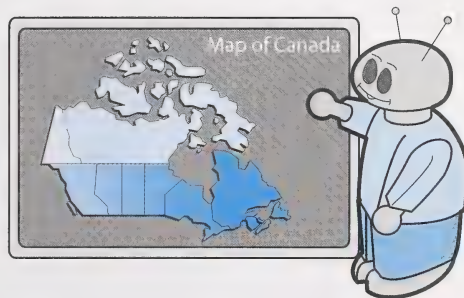
Materials

Reading Resources



Begin this session by asking your student to tell you the names of any known places on the map.

Use the following questions to guide your discussion:



If you could visit another part of Canada, where would you go?

Would you like to go to the North and see Inukshuks?

Would you like to visit some of the children in "Across Canada"? Which ones? (If your student is not sure, skim "Across Canada" together to choose a few ideas.)

Do you have friends or relatives who live in other parts of Canada?

Where do they live?

Would you like to visit them?

Today's journal assignment is to write about a part of Canada that your student would like to visit. Your student could paraphrase information from "Across Canada" or include other information. If there is another topic of more immediate interest to your student, it could be today's writing topic.

Materials

Student Folder



Label the back of the page with the student's full name and M9D3 before placing it in the Student Folder.



Are you ready for lunch?

**Now would be a good time to
take a break.**

Silent Reading

Time recommended: 5–10 minutes

If possible, gather a collection of books and magazines relating to this month's theme and display them. You will find many titles listed in Additional Resources at the beginning of the module. If you have access to a library, the librarian may be able to suggest other suitable material.

You may wish to preview some of this material during today's Silent Reading time.



Math Time

Time recommended: 45 minutes

Proceed with Mathematics Module 9, Day 3.

Project Time

Time recommended: 50 minutes

Activities

Teaching Tip



Many of the project choices throughout this module involve the preparation of ethnic dishes. You might like to use the food choice as an Enrichment activity or perhaps your student would like to do the non-food project during Project Time and then, for dinner on the following day, prepare the food.

Project Choice 1: Painting of Where Clifford Lives

Ask your student to take a careful look at the illustrations in the story “Where Clifford Lives.” Use the following script to discuss the pictures:

You have seen many different types of story illustrations over this year.

Some artists draw or use computers to make pictures. Other artists paint the pictures or use collage illustrations.

What are most of the pictures in this story?

How can you tell?

Ask the child to choose one of the illustrations in “Where Clifford Lives” and paint a copy of it.

Your student could also create some original paintings to go with the story or to illustrate the Writer’s Workshop.

Once the paintings are dry, label the back of them with the student’s full name and M9D3. Place the paintings in the Student Folder.

Materials

Student Folder



Project Choice 2: Fry Bread (Bannock)

fry bread or **bannock**:
name given to
aboriginal tea
biscuits; when dough
is fried in hot oil, it's
called fry bread

Ask if your student knows what **fry bread** or **bannock** is. Some bannock recipes include butter or oatmeal and are similar to Scottish oatcakes. Others contain lard.

Bannock can be wrapped around a stick and roasted on an open fire, fried in hot oil, or baked in an oven. An alternative method for making bannock or fry bread is to form the dough into flat, circular portions and to fry it in oil until golden brown on each side. This is where the name fry bread comes from.

Fry Bread or Bannock

500 mL (2 cups) flour
3 mL (1/2 tsp.) salt
250 mL (1 cup) water or milk
10 mL (2 tsp.) baking powder
30 mL (2 tbsp.) margarine, butter, or cooking oil
50 mL (4 tbsp.) raisins or other dried fruit (optional)

- Place the flour, salt, and baking powder in a large bowl and stir well with a wooden spoon.
- Add the margarine, butter, or cooking oil and the milk or water to the flour mixture. Mix well. Add the raisins or dried fruit, if you are doing so. When the dough gets too stiff to stir, use your hands!
- Sprinkle a little flour on the table or countertop. Then put the dough on the flour and knead it with your fists. Keep kneading until the dough is smooth.
- Shape the dough into a flat, circular shape about 3 cm (1 inch) thick. Make holes with a fork on the top. Place on an ungreased baking sheet.
- Heat the oven to 165°C (325°F) and bake for 20 minutes. When the bannock is done, it will be a golden-brown colour.



While the fry bread or bannock is still warm, spread butter and jam on it, and bite into the bread. Do you understand why this is a favourite food for many people? Would you be glad to find warm fry bread waiting for you on a cold day?

Sharing Time

Time recommended: flexible

Ask your student to talk about similarities and differences between Clifford's world and your own. Perhaps family and friends will have additional information to share about northern Alberta. The Writer's Workshop entry or the results of the project could be shared as well. People can admire the artwork or enjoy the fry bread.

Let's Look Back

Time recommended: 10 minutes

Discuss your student's reading strategies. Use the following questions:

Was it easy or difficult to read today's story?

How do you figure out words you don't know?

Do you like to figure out new words by yourself, or do you prefer to be helped?

Also check the student's understanding of today's topic and discuss your student's general impressions of the day.

Would you like to visit Clifford's area? Why or why not?

Did you find it easy or difficult to think of ways your family is like Clifford's family?

What was your favourite activity today?

Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 9A and complete the Day 3: Learning Log. Ask your student if there are any comments to share with the teacher.

Story Time

Time recommended: flexible

There are many wonderful books about Aboriginal legends, traditional stories, and contemporary life. The lifestyle highlighted in today's lesson discusses one family of northern Alberta. If your student would like to learn about native cultures in other areas of Canada, you could read one of the following books:

- *A Boy of Tache* by Ann Blades: a portrait of a boy from British Columbia
- *The Girl Who Loved Wild Horses* by Paul Goble: a story reflecting the culture of the Plains Indians
- *The Rough-Face Girl* by Rafe Martin: a "Cinderella" story from an Algonquin village on the shores of Lake Ontario

Materials

Reading Resources



Activities

Internet



You may wish to access the Aboriginal Canada Portal on the Internet and select "Kids" under the heading Nations and Communities Information—First Nations, Inuit, and Metis:

<http://aboriginalcanada.gc.ca/>



**What do you know about your home
instructor's life as a child?**

**On Day 4 you will find out more
about family life in the past.**

Note: On Day 4 one of the activities is to interview an older relative or community member to find out more about traditions. You may want to arrange for this person to visit, or the interview could be done over the phone.

Traditions

Today your student will begin to learn about traditions in Canadian families.

During Language Arts, your student will discover a little about the past and the traditions of six families, including your own. Your student can use this information to write about family traditions or celebrations for Journal Writing.

The discussion of Aboriginal traditions and other traditions will continue, with a stone toss game in Music and Movement and the plays “Meeting Five Canadian Families” and “What Foods Do Canadian Families Like to Eat?” in Reading. Your student will also have the opportunity to learn about pictographs used by Native peoples in the past.

Project Time will feature an interview with an “elder,” or older person, to find out more about traditions, celebrations, and changes.



What You Need Today

General Supplies

- box containing required materials

Calendar Time

- Calendar Package
- other materials as needed

Language Arts

- word boxes and index cards
- *Collections Writing Dictionary*
- *Level A: Modern Curriculum Press Phonics*, pages 303 and 304
- Thematic Assignment Booklet 9A
 - Day 4: Printing
 - Day 4: Finger Puppets (optional)

Music and Movement

- 5 flat rocks
- 10 small stones or pebbles

Silent Reading

- books, magazines, or other favourite reading material

Math Time

- See Mathematics Module 9, Day 4.

Project Time

- tape recorder and blank cassette tape (optional)
- camera or video camera (optional)

Let's Look Back

- Thematic Assignment Booklet 9A
 - Day 4: Learning Log

Story Time

- mutually chosen reading material
- *The Sugaring-Off Party* by Jonathan London, *Ida and the Wool Smugglers* by Sue Ann Alderson, *Josepha* by Jim McGugan (optional)

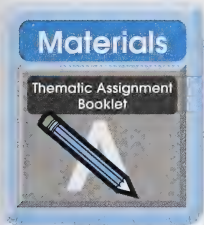


Calendar Time

Time recommended: 10 minutes

Proceed with your basic Calendar Time procedure, and then complete some individualized activities. You could describe daily temperatures using expressions such as **hotter than** and **colder than**.

Focus for Today

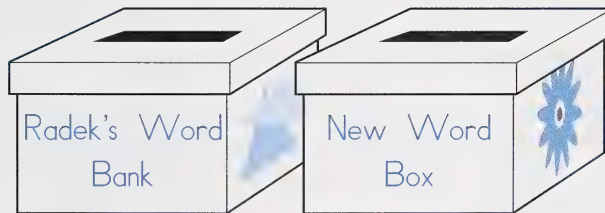


Today you will be asked to comment on your student's **movement activities**. What have you observed about the child's participation in movement activities? Preview the Day 4: Learning Log in Thematic Assignment Booklet 9A.

Language Arts

Time recommended: 35 minutes

Word Study



Today's high-frequency words are ones your student will find many uses for in daily life. These words are **thank you** and **thanks**.

Print **thank you** on one coloured index card and **thanks** on another. Does your student recognize these words automatically? If not, begin by having your student examine the word **thank**. What smaller words are contained in it? What sounds are recognized by the student? How many vowels are in the word **thank**?

Day 4 • Traditions

Materials

Collections Writing Dictionary



To further extend the learning, make a list of words that rhyme with **thank** and belong to the **ank** word family. Add these words to the *Collections Writing Dictionary*.

thank
bank
sank

rank
Hank
Frank

There is also a theme word for today. Print the word **tradition** on a white index card. Review the meaning of the word **tradition**.

Place the words in the New Word Box if your student is still learning them. Place them in the word bank if they have already been mastered.

Phonics

Materials

Phonics Book



Today your student will complete the final Unit Checkup in the phonics book. The “It’s Raining” booklet on pages 301 and 302 will be used in tomorrow’s Phonics lesson.

Turn to page 303 in *Level A: Modern Curriculum Press Phonics*. Ask your student to read aloud the directions for pages 303 and 304, and then complete these pages. As you mark the pages, have your student read aloud all three of the possibilities for each number and make any necessary corrections. Mark any corrections in a different colour.

Materials

Student Folder



Label the page with the student’s full name and M9D4 and add it to the Student Folder.

Printing

Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 9A and follow the directions to complete Day 4: Printing. Encourage the student’s best printing, the use of a capital letter at the beginning of each sentence, and the correct end punctuation.

Music and Movement

Time recommended: 10–15 minutes

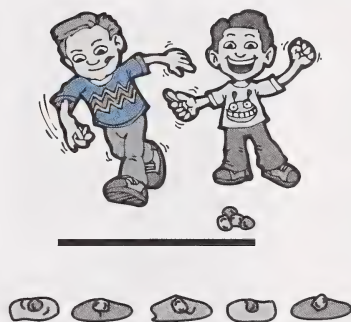
Stone toss is a game of skill that has been played by Aboriginal children for hundreds of years. It's still fun to play today.

Help your student find five flat rocks about the size of an adult's hand and ten small stones the size of walnuts. Then, direct your student to do the following:

- Arrange the five flat rocks in a straight row on the ground about one foot apart.
- Place one small stone on top of each large rock.
- Draw a line at a reasonable distance from and parallel to the row of rocks. This distance should be reasonable to ensure success for your student.

Explain the following rules:

- Each player stands behind the line, and carefully tosses the remaining five small stones, trying to knock the small stone off each large rock.
- One point is scored for each of the stones knocked off.
- When the five stones have been thrown, another player takes a turn.



After you have played several times, consider whether you want to make the game more challenging. What will your student change to make it harder to play?

Discuss using stones to play throwing games. When and where is it safe to throw stones? Why is throwing stones not acceptable at certain times and places? Is there a suitable place for “target practice?” Have your student select and throw stones at a safe target.

If you happen to be close to a creek or pond, this might be a good time to teach your student the skill of skipping stones. Have fun predicting how far the rocks will go.

Language Arts

Time recommended: 60 minutes

Reading

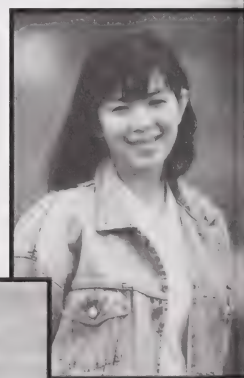
Materials

Reading Resources



Today you, your student, and possibly other family members and friends are invited to perform two plays. If only you and your student are available to perform the plays, share the parts.

The title of the first play is “A Visit to Five Canadian Families.” The title of the second play is “Back for Food.”



The performance of these plays is meant to develop your student's

- knowledge of a variety of family structures, including one's own family
- understanding that family members have different responsibilities
- understanding that family members keep traditions that have been passed down from their parents and grandparents
- understanding that Canada is made up of families who have common traditions and traditions special to themselves

Read the title of each play and briefly discuss what it is about. Then, discuss and assign parts. Also, focus attention on the bracketed, italicized parts of the plays and tell the student that these parts are not to be read aloud, but read silently to explain how the plays are to be presented.

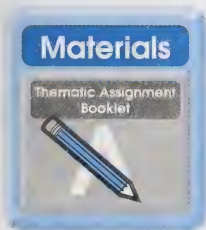
Talk to your student about using finger puppets for the performance of the play.

If your student would like to use finger puppets, turn to Day 4: Finger Puppets in Thematic Assignment Booklet 9A. Help your student cut out the puppets, colour them, and tape the bottom strip to match the finger size of the person performing the part.

Do a second reading of the play using the finger puppets and a stage. A stage can be made by turning a table on its side or performing the play from behind a sofa. Continue to help your student as required.

Do a practice of both plays and then a second reading. Help your student as necessary.

During Sharing Time the plays can be presented to an audience.



== A Visit to Five Canadian Families ==

Cast of Characters:

Maple Moose
Chelsey Chipmunk
Mrs. Garneau (French-Canadian)
Mrs. Doughty (Jamaican-Canadian)
Robert Brighteyes (Aboriginal-Canadian)
Mrs. Brighteyes (Aboriginal-Canadian)
Mrs. Smiranka (Ukrainian-Canadian)
Charlie Akita (Japanese-Canadian)

(Establish an outdoor scene and choose a piece of music to suit the mood or setting of the play.)

Maple Moose: Hello, everyone. I am Maple Moose. Look at the two beautiful antlers on my head. Don't you think they look like the branches on a maple tree? That's how I got the name Maple Moose. I use my antlers to protect my family. My legs are very long so I can run fast and wade in deep water. See that piece of loose skin hanging below my chin? It's called a bell. I'll ring it when I run from place to place. *(Use a cowbell or other available bell to make a bell sound.)*



Chelsey Chipmunk: (*interrupting*) Excuse me, Maple Moose . . .



Maple Moose: What? I can't see anyone. Anyway, I'll tell you about my family now.

Chelsey Chipmunk: Maple Moose! Excuse me! It's me, Chelsey Chipmunk. I'm up here in this tree.

Maple Moose: Well, hello there, Chelsey Chipmunk. I was just thinking I should make a story that I could tell to everyone.

Chelsey Chipmunk: Oh, yes! I love stories!

Maple Moose: That's great, Chelsey Chipmunk. I was just wondering as I watched Mamma Moose and Baby Moose if all families are the same as mine. Maybe I could make a story about families.

Chelsey Chipmunk: I know how my family is different from yours! We live in burrows in the ground and we can climb trees.

Maple Moose: True, but I was wondering about *people* families, especially Canadian people families. I know all about *forest* families.

Chelsey Chipmunk: Oh, great! I would like to know about Canadian people families, too. How could we find out more about them?

Maple Moose: Why don't we go visit them and ask them some questions?

Chelsey Chipmunk: Great idea, Maple Moose! If you don't mind, I'll ride on your antlers and keep track of everywhere we go and everyone we meet.

Maple Moose: Good idea. Now, I like to ask a lot of questions when I get wondering about something. I always make a list of questions I would like to ask so I don't forget anything. Do you like to ask questions, too?

Chelsey Chipmunk: I do. I'll write the questions down as we go.

Maple Moose: Okay.

(*shouting*) Mamma Moose, I'm going to meet some Canadian people families! I'll be back for supper!
(*bell and gallop*)

(*pause*) I wonder if people families all have the same name, like Moose, or People, or Canadian?

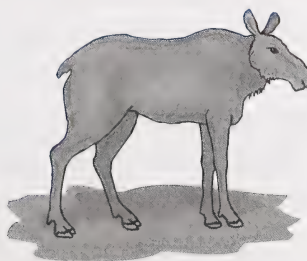
Chelsey Chipmunk: I wonder where Canadian people families come from. Did they move here from somewhere else?

Maple Moose: And what kinds of food do they eat? Do they all like the same food? I wonder if they like water-lily roots, my favourite.



Chelsey Chipmunk: I wonder if they have special foods for special days, like pine-cone seeds? Pine-cone seeds are my favourite!

Maple Moose: What's that I hear? (*squeak, squeak*) It sounds like Baby Moose. The sound is coming from our favourite place in the forest.



Chelsey Chipmunk: I wonder if Canadian people families all live in the same kind of homes. Do they have favourite places in their homes?

Maple Moose: It sounds like Baby Moose is in trouble! (*calling loudly*) I'll protect you, Baby Moose. That's my job! (*Pause a short time.*) Oh (*relieved*), it was just Baby Moose chasing a moth. Soon Mamma Moose and Baby Moose will be going to have something to eat. It's Mamma Moose's job to feed Baby Moose. I wonder if Canadian people families have jobs? Do they all work outside the home?

Chelsey Chipmunk: It seems like I've done a day's work just riding on your antlers, but it was fun!

Maple Moose: I wonder if Canadian people families do fun things together?

Chelsey Chipmunk: I wonder what kinds of things they do for fun? Maybe they have fun alone!

Maple Moose: Well, we finally got here! There sure are a lot of cars in this city! (*bell-gallop*) (*Maple Moose carefully goes through traffic.*)

There's a house. Let's see if anyone is at home. Hellllloooo! This is Maple Moose from the forest. Is anyone home?

Chelsey Chipmunk: Hello, I'm Chelsey Chipmunk. I live in the forest, too.

Mrs. Garneau: Hello, Maple Moose. Hello, Chelsey Chipmunk. I'm Mrs. Garneau. This is Mr. Garneau.



Maple Moose: Hello, Mrs. and Mr. Garneau. Who are those smaller people in the yard?

Mrs. Garneau: Those are our children. We have three daughters: Glenice, Grace, and Madeleine.

Maple Moose: Did you always live here in Canada, like our family or the Chipmunk family?

Mrs. Garneau: Yes, we did, but our great-great-grandmothers and great-great-grandfathers came from France. When they moved to Canada, they lived in Quebec, which is a province in eastern Canada. Later on, some members of the family moved to western Canada. My parents were born in Alberta and I was, too. We still have relatives living in Quebec. Our children speak both French and English. Some of our relatives in Quebec speak only French.

Maple Moose: That is very interesting!

Mrs. Garneau: It's more interesting when we're all together. By the way, my parents are coming to have dinner with us tonight. Would you like to have dinner with us?

Chelsey Chipmunk: Thank you for the invitation Mrs. Garneau. We must go because we have many more questions to ask. We will come back another day. *(bell-gallop)*

(Maple Moose carefully goes through traffic.)

Maple Moose: I think we better go where there are fewer cars. *(Pause.)* Here's an interesting house in this small town. It's just a short distance from the city. Let's rest in this grass for a while.

Mrs. Doughty: Look! There's a moose and a chipmunk sitting in our yard. The chipmunk is sitting in the moose's antlers!

(Pause while Mrs. Doughty goes outside.) Hello, I'm Mrs. Doughty.

Maple Moose: How do you do, Mrs. Doughty? I am Maple Moose and this is Chelsey Chipmunk.

Chelsey Chipmunk: We have come to find out about Canadian people families. Is your family Canadian?

Mrs. Doughty: Yes. We are very proud to say that we are Canadian. Actually, we are Jamaican-Canadians. Before we came to Canada, we lived on an island called Jamaica where the sun shines most of the time and there is no snow. Twelve years ago we moved to a town in northern Alberta. We moved here two years ago so Mr. Doughty could attend university in the city nearby.

Maple Moose: Who else is in your family?

Mrs. Doughty: We have five children. James and Loretta have already moved away from home. Marian, George, and Colleen are still with us.

Maple Moose: Does your family have any grandparents?

Mrs. Doughty: Yes, we have a grandmother, my mother, who lives with us when she is not travelling to visit relatives in Toronto and Jamaica.

Chelsey Chipmunk: Speaking of travelling, we have to travel along and visit another Canadian people family. Thanks for talking to us.

Mrs. Doughty: Please come back again when you can stay and have a meal with us.

Maple Moose: Thanks. That sounds mighty good to Maple Moose! Bye for now. (*bell-gallop*)

Maple Moose: *(sound of motorcycle)* There's a young man on a motorcycle. Let's see where he goes and follow him to his house.

(pause) Hello, young man. What's your name?

Robert Brighteyes: My name is Robert Brighteyes.

Maple Moose: Who are those people?

Robert Brighteyes: They are my brothers, my sisters, and my mother. I have six brothers and three sisters. I'm the oldest. Cody is the youngest. My mother will come to talk to you. My father is a work right now.

Mrs. Brighteyes: Hello. The last time I saw a moose and chipmunk was when I visited some relatives on the Alexander First Nation Reservation. My husband was born there and I was born on the Cold Lake First Nation Reservation.

Chelsey Chipmunk: Did you move to this town from Cold Lake First Nation Reservation?

Mrs. Brighteyes: No, we have lived in many places in Alberta. We really like living here, but we like to go back to visit where we were born and raised. Here is the school bus that our daughter Louise rides on to go to school.



(The bus pulls to a stop and Louise is being helped off the bus.)

Maple Moose: What is she riding in?

Mrs. Brighteyes: That's a wheelchair. Louise was born physically disabled.



Chelsey Chipmunk: Does she have to stay in the wheelchair all day long?

Mrs. Brighteyes: Oh, no! At school there is a swimming pool. She takes lessons in swimming. That helps to strengthen her arms, legs, and back.

Maple Moose: It's time for us to get some exercise. We have to go visit another Canadian people family.

Mrs. Brighteyes: Okay, but do come back when you can stay for tea and something to eat.

Maple Moose: Thanks. We will. *(bell-gallop)*

Chelsey Chipmunk: What's tea?

Maple Moose: I don't know, but we'll find out when we come back! *(pause)* Look at that big truck filled with furniture. It must belong to those people over there. Let's go visit them. *(pause)* Hellloooo, people! I'm Maple Moose and Chelsey Chipmunk is riding in my antlers. We've come to visit Canadian people families.

Mrs. Smiranka: Hello, I'm Mrs. Smiranka.

Maple Moose: Are you a Canadian family?

Mrs. Smiranka: Yes, we are, although both my husband and I were born in Ukraine, away across the ocean. We were both very young when our families moved to Canada.

Maple Moose: What do you have in this truck?

Mrs. Smiranka: That's our furniture. We are just moving back here from Thunder Bay, Ontario.

Maple Moose: Oh, it must have been very noisy there with the thunder!



Mrs. Smiranka: *(laughing)* No, it wasn't! That's just the name of the city! My husband and I met there and our children were born there. We have three daughters. We moved back here because the children's grandparents live here. Now they can visit their grandparents more often.

Maple Moose: We must keep going. We have other Canadian people families to visit. It was nice to talk with you.

Mrs. Smiranka: Please come back when you can stay and have a meal with us.

Maple Moose: Thanks. We shall return.
(bell-gallop)

Chelsey Chipmunk: There are sure a lot of different Canadian people families. Let's visit one more before we go back to the forest.

Maple Moose: There is a nice house and that boy looks friendly. Hello, little boy. I'm Maple Moose and Chelsey Chipmunk is with me. What kind of Canadian people family is your family?

Charlie Akita: How very nice to meet you. We are Japanese-Canadians. Our family name is Akita. My Japanese name is Bunzo. Charlie is my Canadian name.



Chelsey Chipmunk: I don't see anyone else around. Do you have any brothers or sisters?

Charlie Akita: Yes, I do. I have two sisters. They're both on their way home from school.

Maple Moose: We met a lot of other people today and they all had relatives in some other place. Did you come from somewhere else, too?

Charlie Akita: My father's ancestors came from Japan a long time ago. They settled in British Columbia, where my father was born. My mother was born in Japan. Both my mother and father have relatives living there. My father will be home soon. He would be glad to tell you more about our family.

Maple Moose: We would like to hear more about your family, but we must go. We have a long way to gallop back to the forest where we live.

Charlie Akita: Well, come back and visit when you can stay longer. Then, you can have supper with us.

Maple Moose: We will. Thank you for asking. Bye now. (*bell-gallop*)

Chelsey Chipmunk: We met five Canadian people families today and each one invited us to eat with them.

Maple Moose: That's wonderful! I can't wait—five meals! I hope they serve water-lily shoots.

Chelsey Chipmunk: And pine-cone seeds!

Maple Moose: It will be interesting to see what they do have. Thank you, everyone, for being so good today. Now we must gallop fast to get home for supper. *(bell-gallop) (Play concluding music that suits the mood or setting of the play.)*



Back for Food

Cast of Characters

Maple Moose
Chelsey Chipmunk
Mrs. Garneau (French-Canadian)
Mrs. Doughty (Jamaican-Canadian)
Robert Brighteyes (Aboriginal-Canadian)
Mrs. Brighteyes (Aboriginal-Canadian)
Mrs. Smiranka (Ukrainian-Canadian)
Charlie Akita (Japanese-Canadian)
Mrs. Akita (Japanese-Canadian)



(Play introductory music that suits the mood or setting of the play.)

Maple Moose: Well, Chelsey Chipmunk, do you think it's time we should go back to visit our Canadian people families and have some food with them?

Chelsey Chipmunk: I sure do. I'm hungry! Let's go! I like to hear the sound of your bell as you gallop. I can hear it well from up in your antlers.

Maple Moose: We're off to visit the Garneau family and see what French-Canadian people families eat. *(bell-gallop)*

Maple Moose: Hellloooo, Garneau family. We've come to visit you again and we can stay longer than last time.

Mrs. Garneau: Well, hello, Maple Moose and Chelsey Chipmunk. It's nice to see you again! Come right in and make yourselves comfortable. We're having one of our favourite meals today.

Chelsey Chipmunk: It smells so good in here. Is this what French-Canadian food smells like?

Mrs. Garneau: We are a French-Canadian family, but we sometimes eat food from other cultures. We're having Chinese food today.



Maple Moose: Chinese food? Are these little shoots water-lily shoots? They taste a lot like water-lily shoots.

Mrs. Garneau: No, those are bamboo shoots. They grow under the water just like water-lily shoots do.

Chelsey Chipmunk: Are these pine-cone seeds?

Mrs. Garneau: No, Chelsey Chipmunk. Those are sesame seeds.

(Pause.)

Maple Moose: That was a delicious meal, Mrs. Garneau. Thank you.

Chelsey Chipmunk: It certainly was delicious. Thank you for letting us eat with you.

Mrs. Garneau: You're both welcome. Glad you could come. Come again when you can. Maybe we could have an outdoor picnic.

Maple Moose: We eat outside all the time, but everything we eat is raw!

Chelsey Chipmunk: I would like to taste some French-Canadian food sometime.

Mrs. Garneau: Well, I could make tourtière. It's a special meat pie that Grandfather says has been prepared for Christmas for a long, long time.



Maple Moose: We better be on our way.

Maple Moose and Chelsey Chipmunk
(together): Bye. *(bell-gallop)*

Maple Moose: Here's the town where the Doughty family lives. Helllooo, Doughty family. We're here to have some food with you.

Chelsey Chipmunk: And I'm hungry after the trip here!

Mrs. Doughty: How nice to see you again, Maple Moose and Chelsey Chipmunk! The meal is ready. Please come in and sit down at the dining-room table. We have prepared a special Jamaican meal for you. There is no salt or pepper on the table because Jamaican food is spicy enough without adding anything to it. It's also quite hot. Have some ackee, rice, and salt fish.

Maple Moose: What is ackee? It's yellow and it looks like scrambled eggs, but it's stringy and tastes like cauliflower.

Mrs. Doughty: Ackee grows on a tree just like fruit does, but we call it a vegetable.

Chelsey Chipmunk: The rice is delicious (*chomp, chomp*)—ooh, it's really hot! Quickly, I need a drink.

Mrs. Doughty: Here, have some fruit juice. I told you that Jamaican food is spicy and hot!

Chelsey Chipmunk: Thank you.

Maple Moose: I'll drink a lot of fruit juice because my mouth is really burning!



Mrs. Doughty: We drink a lot of it when we eat Jamaican food. We also have a fruit salad to help cool off your mouth. We used to eat a lot of fruit in Jamaica because many types of fruit grow there. Now, we eat a lot of food that isn't as hot and spicy such as barbecued steak and baked potatoes. When we go out to eat, we often have hamburgers and fried potatoes.

Maple Moose: I really enjoyed the Jamaican food. The fruit juice and salad really helps the burning.



Chelsey Chipmunk: Thank you for showing us a new type of food.

Maple Moose: Thank you.

Mrs. Doughty: You're welcome.

Maple Moose: Well, we better get moving. We want to get back to the forest before dark. Thank you again, and goodbye.

Mrs. Doughty: Goodbye, but do come again.

Maple Moose: Well, if we start now, we can make it back to the forest before dark. Thank you again, and goodbye. (*bell-gallop*)

Well, we had two very good meals today with our Canadian families. We are too full to eat anymore today, but we have been invited to have a Sunday-morning family breakfast with the Kato family. So, by using “moose magic,” we’ll just gallop over to Sunday morning and get ready for breakfast. Just hold on. Here we go! (*bell-gallop*)

Maple Moose: This is the home of the Brighteyes family. Hellloooo, Brighteyes family! Chelsey Chipmunk and I have come back to have some food and tea!

Mrs. Brighteyes: Hello! Come on in. Robert and his sister helped me prepare their favourite food for you.

Robert Brighteyes: Hello! I’m so excited for you to taste the food my sister, Juanita, and I helped make!

Maple Moose: What is this? It looks like a funny-shaped doughnut.

Mrs. Brighteyes: That is bannock. It’s a type of bread fried in oil. Sometimes we bake it in the oven or over a campfire instead of frying it.

Chelsey Chipmunk: What is this?

Mrs. Brighteyes: It's a stew made with meat. There is salad in that bowl. It has lettuce, radish, onion, cucumber, and green pepper in it.

Maple Moose: Mmm, this is delicious! And the bannock is so tasty, especially when I dip it in the liquid part of the stew! Is this tea?

Mrs. Brighteyes: Yes. We serve a lot of tea. Serving tea is our way of making people feel welcome.



Chelsey Chipmunk: Oh, this is all so delicious. I think I ate too much!

Maple Moose: Thank you for the delicious food!

Mrs. Brighteyes: I'm glad you enjoyed it. Our family eats bannock and stew often, but we also eat a lot of other things. The children love fried chicken and hamburgers. Sometimes when we go to town, we have Chinese food. Things are a lot different than they were when my grandparents were young. They ate what they could get from the lakes and forests. They ate fish, ducks, saskatoons, wild strawberries, blueberries, or other wild fruit that grew where they lived.

Maple Moose: We tasted Chinese food at the Garneau family's house. It was very good, too. Well, thanks again. We better be on our way.

Chelsey Chipmunk: Bye.

Mrs. Brighteyes: Bye. Please come again. Maybe you can come to a powwow at Alexander First Nation Reservation. You can eat many kinds of Aboriginal food there.

Chelsey Chipmunk: Thanks for the invitation. Bye. (*bells-gallop*)

Maple Moose: Here's the Smiranka house. Hellooooo, Smiranka family! Chelsey Chipmunk and I are here to taste some food with you.

Mrs. Smiranka: Hello! You're just in time for some of our favourite food. Come in and sit down.

Chelsey Chipmunk: What is this? It looks like some of the Chinese food we had.

Mrs. Smiranka: Those are pyrogies. The outside is a dough. The inside is filled with sauerkraut. We sometimes make them with other types of fillings—mashed potatoes and cottage cheese or cheddar cheese and onions. Sometimes we use fruit filling.

Maple Moose: What are these rolls?

Mrs. Smiranka: They are called cabbage rolls. We take a piece of a cabbage leaf and fill it with rice and onions and bacon, then we roll the leaf. If you wish, you can put some of the sour cream and bacon bits on top.

Chelsey Chipmunk: Mmm. How delicious!

Mrs. Smiranka: There are many different Ukrainian foods that we make. When you can come again, I'll make some of them for you.

Maple Moose: That sounds wonderful! Thanks so much!

Chelsey Chipmunk: Thanks so much, Mrs. Smiranka. Now I am really full! I'd love to come back and taste some of your other foods.

Maple Moose: Yes, but we better get moving now. We still have to visit another Canadian people family today. Good-bye.

Chelsey Chipmunk: Bye.

Mrs. Smiranka: Bye. I'll look forward to your next visit. (*bell-gallop*)

Maple Moose: Well, we're off to the last Canadian people family. I wonder what they have to eat.

Chelsey Chipmunk: There's their house now.

Maple Moose: Helllooo, Akita family. We're here to have some food with you.

Charlie Akita: Hello, Chelsey Chipmunk and Maple Moose. Come in and meet our family. This is my mom and dad, and my two sisters, Jennie and Corrine.

Mrs. Akita: Hello! Charlie said you had been here. I'm so glad you came back. Won't you please sit down. We have some hot bean-cake soup to start with.

Maple Moose: Is it hot like Jamaican food?

Mrs. Akita: No, It isn't spicy hot. It's hot from being cooked.

Maple Moose: Mmm, it's really warm! (*slurp, slurp*) I wish I could pick up my bowl and eat it with those sticks like you're using. I can't hold things well with my hooves.



Charlie Akita: Those sticks are called chopsticks.

Chelsey Chipmunk: Here, Maple Moose, I'll hold it up for you.

Charlie Akita: You hold the chopsticks well, Chelsey Chipmunk.

Chelsey Chipmunk: I'm used to holding things with my front paws. I hold my food in my front paws when I'm eating. Mrs. Akito, everything looks and smells so good—sliced fresh vegetables—and what is that?



Mrs. Akito: That's a special dish called nori maki. It is sushi rice and seafood wrapped in dried seaweed.

Maple Moose: What is sushi?

Mrs. Akito: Sushi is a rice prepared with sushi vinegar.

Maple Moose: Mmm, it's delicious.

Chelsey Chipmunk: I love this Japanese-Canadian food, but I am so full I can't eat anymore!

Maple Moose: I'm full, too! I wish I could eat more of this delicious food.

Mrs. Akito: Well, why don't you come back again and I'll make you more nori maki and some other special Japanese food.

Maple Moose: That's a wonderful idea, Mrs. Akito. Thanks so much.

Chelsey Chipmunk: I'd love to come back! Thank you so much, Mrs. Akito! It's time for us to start our long journey back to the forest.

Maple Moose: Yes, it's a long way to go.

Mrs. Akito: Thanks for coming. And do come back soon.

Chelsey Chipmunk and Maple Moose
(together): Okay. See you next time! *(bell-gallop)*
(Slow down the gallop and bell sounds.)

Maple Moose: Did you notice that a lot of the foods we ate at the different homes were the same except they were prepared in a different way?

Chelsey Chipmunk: Yes, but it's not my usual chipmunk food.

I am really glad that you took me with you to get the information for your story that you can tell to everyone else. Now I'll be able to help you tell it. It was fun! And thank you for letting me ride on your antlers! *(Play concluding music that suits the mood or setting of the play.)*

Use the following script to check your student's understanding of the plays:



How did Maple Moose describe himself?

(big antlers like branches, long legs, and a bell)

What did you learn about Maple Moose's family?

What did you learn about Chelsey Chipmunk's family?

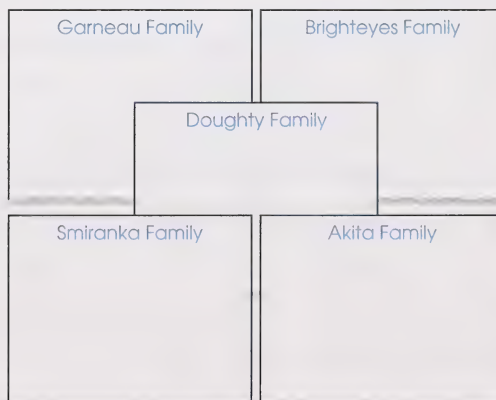
How were Maple Moose and Chelsey Chipmunk going to learn about Canadian people families? (They were going to visit them.)

What did they learn about the Garneau family? the Doughty family? the Brighteyes family? the Smiranka family? the Akita family?

(List what the student has learned about each family on a separate page. Post the list in the learning area.)

How did Maple Moose, Chelsey Chipmunk, and the families show friendship?

(Accept any reasonable response, such as invitations to a meal, consideration of feelings, kindness, and listening to one another.)



Journal Writing

What does your student know about the world you grew up in? Was it very similar or very different to the world you live in today?

Start today's conversation by asking what your student knows about your world when you were a child. Compare homes, routines, schooling, chores, and other points. Encourage your student to think of and ask questions about your life.

If you have any possessions from your younger days, such as photo albums, books, toys, or clothes, bring them out. They will help inspire questions and memories. When the student understands that the **past** means things that have happened earlier, go on to discuss the history and traditions.

Use the following script to introduce the word **traditions** to your student:

You have learned some things about Canadian families over the last two days.

You have learned that people live in different places in Canada and enjoy doing many different activities.

You have compared Clifford's family to your family.

Your family and other families in Canada have different pasts.

Aboriginal peoples have lived in Canada for centuries, and they had special stories, songs, clothing, food, jobs, and ways of doing things in the past.

Those special family things are called **traditions**.

The older people in families usually teach the younger people about those traditions or ways of life.

When Clifford went with his Dad into the bush he was learning about some family traditions.

Canadian families have many special traditions because they live in different areas and have different histories.

Discuss some special traditions that you learned as a child. These traditions could be special crafts, celebrations, dances, food, music, clothing, language, or recreation activities.

Suggest that your student write about family traditions or something that was learned about your past. Another option would be for your student to compare similarities and differences between your childhood and the present.



When the journal entry is finished, have the back of it labelled with the student's full name and M9D4 before placing it in the Student Folder.



People from different places have different traditions.

Writer's Workshop (optional)

Explain to your student that many children in Canada grow up learning a language other than English, a language that reflects the traditions and past of their parents. There are many cultures and languages in Canada. Perhaps you and your family are **bilingual** or know some words in other languages. Discuss the following:

bilingual: able to speak one's own language and another equally or most equally well

You are learning to read and write in English.

Can you speak some words in another language?

Can you read or write words in another language?

Can anyone in your family speak another language?

Your student may not know that the written form of other languages may look different than English. If you know how to write another language, write a sample of it.

Early people in many parts of the world used writing that looked like pictures. Today the student will discover a special kind of writing that was done long ago by Aboriginal people. It was special because it looked like little pictures. This kind of writing is called **pictographs**. Continue as follows:

pictographs: pictures used to write words

Long ago Aboriginal people used many ways to communicate with one another.

They used hand signs and sometimes they sent messages long distances with smoke signals.

Sometimes, when they wanted to write down their thoughts, they drew pictures on animal skins or the bark of trees.

Day 4 • Traditions

Your student might be interested to know that if pictographs were written on rocks, they were called **petroglyphs**.

Following are some samples of pictographs.



canoe



deer, moose



fish



moon



sun



mountains



speak



see

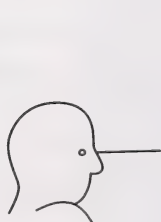


river, stream



tree

Talk about a message that could be written with pictographs. Here is an example with the translation written beneath it.



I see



deer



in the mountains

Provide your student with some unlined paper and a pencil or felt marker and suggest that he or she create a pictograph message. Your student can make up symbols to represent words that are not shown here.

MaterialsCollections Writing
Dictionary

Ask your student to write the English translation beneath the message. Have the student refer to the *Collections Writing Dictionary* or the word charts for the standard spelling of words whenever possible.

When finished, remind your student to sign the sheet as the author. Then help your student glue the sheet to a piece of construction paper. You could trim the sheet so that the construction paper makes a colourful frame.

Materials

Student Folder



This page may be displayed or placed in the Student Folder. Be sure the student's full name and M9D4 are noted on the back of the page.

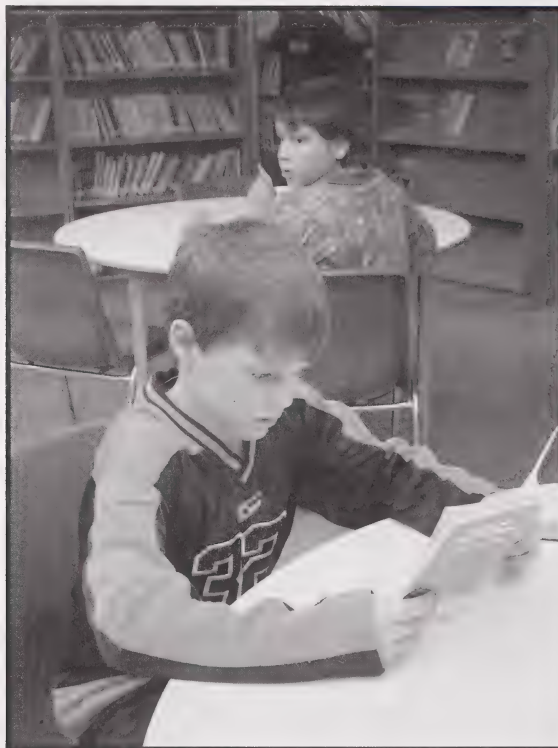
Does your family have any special food that is served at celebrations?

Is the thought of food making you hungry? Are you ready for lunch?



Silent Reading

Time recommended: 5–10 minutes



Reading more about the traditions of Canadian families would be an interesting way to spend this time.

Math Time

Time recommended: 45 minutes

Proceed with Mathematics Module 9, Day 4.



Project Time

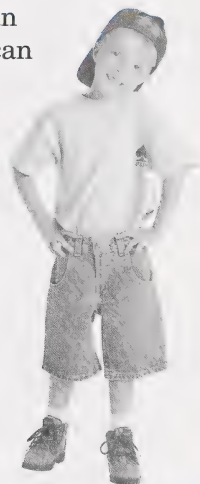
Time recommended: 50 minutes

During today's project, your student will interview an older person. The interview questions and answers can either be recorded on tape or on paper. If done on paper, help the student by writing the questions and answers for him or her.

Invite a grandparent or older relative or friend to be your guest. Suggest that the guest bring photographs of earlier days, if possible.

If you are unable to arrange for a guest, your student could interview someone over the phone.

If a personal interview has been arranged, start by introducing your guest.



_____ has come today to tell us about what things were like when he (she) was a child.

We will find out more about family traditions and celebrations, too.

Encourage your student to ask questions about what things were like during the guest's childhood. You could record some of the questions that follow or allow the student to make up personal questions.

- How many people were there in your family?
- What did your house(s) look like? Please draw me a map of the room or rooms in your house.

- What games did you play when you were little?
- What kind of toys did you have?
- What was your favourite food?
- Did your family have any special foods for special occasions?
- How did you travel?
- What kind of clothes did you wear?
- What songs did you sing?
- What jobs did you do when you were younger?
- What other things have changed since you were young?

Talk about favourite celebrations and traditions from your own childhood and have the student record your information.



Label the tape or the back of the page with the student's full name and M8D4 before placing either submission in the Student Folder.



Many changes have taken place in an older person's lifetime.

Sharing Time

Time recommended: flexible

Present the plays that you practised during Reading to an audience, and then you could discuss what each person learned from listening to the play.

If the optional Writer's Workshop activity was completed, your student could show the pictographs. Can other people "read" them? The audience members may want to try drawing a message in pictographs for the student to "read."

Your family may also enjoy hearing about today's interview with an older person. The student could tell about some of the changes that have happened over the years. Perhaps other family members would like to share traditions and celebrations that they enjoy.



Sharing Traditional Foods

At the end of the next twelve Sharing Times, suggestions are given for the preparation of ethnic dishes that are related to the celebrations of the day. Feel free to mix, change, or match any of these suggestions on the coming days. An international cookbook from the library might be useful. Friends and neighbours are also good sources of recipes that have been handed down. You might find that your student is more open to trying new foods if he or she is involved in the preparation.

Preparing and sharing food are wonderful ways for your student to sample the traditions of other cultures, and to share a growing knowledge about other Canadian families. It is also an excellent way for the student to learn more about the family's heritage.

Let's Look Back

Time recommended: 10 minutes

Talk to your student about the day's activities. What interesting information was learned during the interview? What was your student's favourite part of the day?

What did you like best about the stone toss?

What other activities do you especially like doing in Music and Movement?

Materials

Thematic Assignment Booklet



Complete the checklist on Day 4: Learning Log, found in Thematic Assignment Booklet 9A. Be sure to include your comments as well as the student's comments.

Story Time

Time recommended: flexible

Materials

Collections Writing Dictionary



If your student has shown an interest in learning more about the past, you may want to locate and read *The Sugaring-Off Party* by Jonathan London, *Ida and the Wool Smugglers* by Sue Ann Alderson, or *Josepha* by Jim McGugan.

**On Day 5 you will learn
about a special celebration
of a Chinese family.**

A Celebration from China

Today you will focus your student's attention on the Chinese New Year celebration. This holiday is celebrated by many Canadian families whose ancestors came from China.

The story "Chinese New Year with the Yang Family" will give your student a chance to learn more about the traditions of this ethnic group in Canada.

For Writer's Workshop, information about January Celebrations will be read. Then, your student will write his or her story about celebrations that happen during the month of January. Over the next few days, your student will work through each month of the year and learn about many different traditions and celebrations.

Be prepared to have some fun during Project Time, when a choice of Chinese games is offered.



The dragon is a symbol of good luck and prosperity in China.

What You Need Today

General Supplies

- box containing required materials

Calendar Time

- Calendar Package
- calendars from previous months

Language Arts

- *Collections Writing Dictionary*
- *Level A: Modern Curriculum Press Phonics*, pages 301 and 302
- wall map or atlas

Music and Movement

- “March of Siamese Children” from *Classics for Children* (optional)
- other Chinese-style music

Silent Reading

- books, magazines, or other favourite reading material

Math Time

- See Mathematics Module 9, Day 5.

Project Time

Project Choice 1: Dominoes

- dominoes or domino game pieces from Thematic Assignment Booklet 9A, Day 5: Dominoes

Project Choice 2: Nim

- toothpicks, beans, or small counters

Project Choice 3: Spellicans

- pickup sticks or wooden skewers

Project Choice 4: Tangrams

- Thematic Assignment Booklet 9A – Day 5: Tangrams

Let's Look Back

- Thematic Assignment Booklet 9A – Day 5: Learning Log

Story Time

- mutually chosen reading material
- *Grandfather Tang's Story* by Ann Tompert or *Three Pigs, One Wolf, and Seven Magic Shapes* by Grace MacCarone (optional)

Activities

Calendar Time



Calendar Time

Time recommended: 10 minutes

After completing the basic Calendar Time procedure, you could count the celebrations that you have recorded on the monthly calendars since beginning Grade One Thematic.

Focus for Today

Materials

Thematic Assignment Booklet



You will be asked to comment on your student's development in **Social Studies** attitudes and knowledge in regard to traditions and celebrations. Preview Day 5: Learning Log in Thematic Assignment Booklet 9A to assist you in your observations.

Language Learning

Time recommended: 35 minutes

Spelling

Based on the pre-test from Day 3, you know which words to practise. If the student correctly spelled all six high-frequency words in the pre-test, practise two personally chosen words now.

Materials

Collections Writing Dictionary



If the spelling words are not already recorded in the *Collections Writing Dictionary*, have the student add them to the dictionary now.

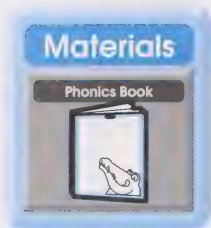
Materials

Home Instructor's Manual



Refer to the Home Instructor's Manual for information on learning spelling words. Adapt the ideas to suit your student's particular learning style—for example, visual, sounding out, tactile, or kinesthetic. Remember that the spelling drill should be relaxed and as enjoyable as possible. Practising for a few minutes several times a day might be more useful than one long stretch.

Phonics



The last thing to complete in *Level A: Modern Curriculum Press Phonics* is the “It’s Raining” booklet on pages 301 and 302.



You can introduce this topic by reminding your student that the topic of rain was studied during Module 3. Question your student about what he or she remembers about the topic.

Then, discuss what your student likes to do when it’s raining. Talk about what the student likes to do when it’s sunny.

Remove pages 301 and 302 from *Level A: Modern Curriculum Press* and have your student assemble them into a booklet. Provide help if necessary. Once assembled, have your student read the booklet, and then discuss aloud.

Congratulate your student on finishing the phonics book! It’s quite an achievement!

Printing

Guide your student in the making of a poem booklet. Fold a piece of unlined paper in quarters. In each section have your student print one line of the following “It’s Raining” poem. Encourage your student to draw pictures to accompany each line of the poem. When you are finished, cut the sections apart and staple them together to make a booklet.

It’s Raining

**It’s raining in the country.
It’s raining in the city.
Grass is getting washed so clean.
The flowers all look pretty.**

Materials

Student Folder



Remember to label the back of the poem booklet with your student’s full name and M9D5 before placing it in the Student Folder.

Music and Movement

Time recommended: 10–15 minutes

Today’s movement activity features a game called 1, 2, 3 Dragon, based on the Dragon Dance of the Chinese New Year celebration.

Later today you will read a story about how the Chinese New Year is celebrated.

An important part of this celebration is the Dragon Dance.

The dragon appears on the third day of the Chinese New Year to wish everyone peace, prosperity, and good luck.

Activities

Home Instructor’s Script



In the Dragon Dance, several people carry a large paper dragon and dance through the streets.

Discuss the fact that dragons are mythical creatures, not real animals. Ask your student to pretend to be a dragon and dance around the room. Then, put your hands on your student's shoulders and pretend to be the tail of the dragon. Challenge your student to dance and twist to see if you can follow the steps without letting go. This activity is even more fun if other family members join in. You could play some lively music, such as "The March of the Siamese Children" from *Classics for Children*. You could also turn this game into a game that can be played outdoors. It works best if you have several people playing. Follow the instructions below.

1, 2, 3 Dragon

Have the players stand one behind the other to form a line. Each player puts his or her hands on the shoulders of the person in front. The first person in line is the dragon's head, the last person is the tail.

The person at the tail end shouts, "1, 2, 3, Dragon!" The person at the head leads the dragon to run, twist, turn, and try to catch the tail.

If the players let go of the person in front and the dragon breaks, the person at the head moves to the end of the line and becomes the tail. The next person in line becomes the head.



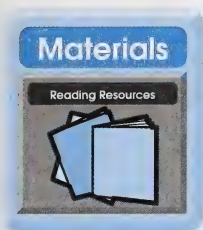
Enrichment (optional)

If you have access to Chinese-style music, it could be played for the Dragon Dance. A selection of various types of ethnic folk music would be a good extension for this module's music component.

Language Arts

Time recommended: 60 minutes

Reading



Today your student will read the story “Chinese New Year with the Yang Family.” Begin by reading the title and having your student look at the illustrations.

Then, use the following script to introduce the story:

This morning in Movement and Music you pretended to do the Dragon Dance, which is part of the Chinese New Year’s celebration.

The boy in this story does the Lion Dance for the New Year’s celebration.

The lion dances in front of stores and businesses to bring good luck.

A large number of Canadian people with Chinese heritage celebrate Chinese New Year in the same way.



As you listen to the story, think about all the traditions that Wu Yang has.

Remember, traditions include special foods, costumes or clothing, customs, music, language, and crafts as well as celebrations.

Read the story, stopping to discuss this special tradition in the Yang family.

≡ Chinese New Year with the Yang Family ≡

Hi! My name is Wu Yang. My family and I came to Canada from China. My family and I live in an apartment.

This story is about an important Chinese celebration. It is called Chinese New Year.

This year I will perform my first Lion Dance on the streets of Chinatown. Our family believes that the Lion Dance scares away evil spirits and brings good luck for the new year.



Before practising the Lion Dance, I pull the strings inside the lion's head to make sure its ears wiggle and its eyes blink and its mouth opens. Then, I test the switch inside that makes the eyes light up.

My father watches me practise my dance. When I am finished, he tells me that I will bring honour to my family.

Before the celebration begins, my mother helps my brother, sister, and I to put on new clothes. It is our custom to wear something brand new and red for the New Year celebration. The colour red means good luck.

My mother has been cooking oysters, fishballs, shrimp, chicken, pork, seaweed, turnip, lotus roots, and rice for the Chinese New Year feast. Many of the foods are symbols of good luck.

After dinner, my uncle comes to visit. When he comes into the room where my brother and I are listening to Lion Dance music, we shout, “Gung Hay Fat Choy!” That means “Happy New Year!”

Our uncle gives us each a red envelope with money in it. We will receive many more red envelopes before the Chinese New Year celebration is over.

My brother, sister, and I lay down for a short nap because the celebration dances will begin at midnight. Chinese people like to stay up all night on New Year’s Eve because they believe this helps their parents to live longer.

It will be fun to be up so late at night. A few minutes before midnight, my father begins the eye-opening ceremony for my lion.

When it is my turn to dance, I watch the other dancers carefully to make sure I stay in step. An important thing that the Lion Dancers must do is to always keep the lion moving.

At the end of the dance, the firecracker goes “Bang! Bang! Bang!”

Before going home, we watch a videotape of the ceremony. Tomorrow is the big day when we dance in the streets. It is important that we dance well.

Early in the morning, I meet up with the rest of the Lion Dancers. My Dad helps me with my costume and gives me last-minute instructions.

The Lion Dancers go up and down the streets. Our group keeps the lion moving as we go inside stores, restaurants, and other businesses to bring good luck blessings. At each place, the people give us red envelopes.

After completing the Lion Dance on the streets, I am so tired that my Dad has to carry me to the car. My parents said that I did a good job of dancing. I am very happy.

Teach the student how to say “Happy New Year” in Chinese: “Gung Hay Fat Choy!” Discuss special foods, costumes, and clothing as well.

Answer any questions your student has about the story. Compare how Wu Yang celebrates Chinese New Year to how your family celebrates the New Year or another occasion. Do you have special foods or celebrations on New Year’s Eve, New Year’s Day, or other occasions?



Take out the interview page or listen to the tape that was created during Project Time on Day 4 and review the celebrations that were discussed.

Use the following script to continue your discussion of celebrations:

The special days that a family celebrates is often based on what traditions a family has.

People have come to Canada from many different countries.

Many people enjoy celebrating the same special days that were celebrated by their **ancestors**.

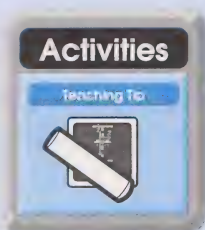
People in Canada celebrate many different special days.

Over the next few days, you will learn more about some of these special celebrations.



ancestor: person from whom one is descended

Writer's Workshop



Celebration Stories

Over the next twelve days, help your student to write Celebration Stories. For each calendar month, your student is to choose two celebrations or events to write about.

A list of possible celebrations is provided for each month, but to make this activity relevant and meaningful for your student,

you are encouraged to choose celebrations or events from your own family, community, or religious traditions.

Some special traditions change dates from year to year. However, you will probably be aware of these. Include them when or how you feel appropriate. The suggested list of celebrations is by no means inclusive of all important events. It is meant merely as a sample to remind you of the type of occasions you may celebrate, and to introduce your student to the variety of events that other Canadian families celebrate.

The main focus of the Celebration Stories is to strengthen your student's appreciation of traditional activities and to introduce tolerance and respect for the diverse traditions of others.

When choosing the celebrations to be written about, remind your student of important dates that were noted during Calendar Time in previous modules.

Celebration stories can be written on a page of unlined loose-leaf paper that is divided in half horizontally, with the name of the month at the top. Your student can write a sentence or two about one celebration in the top half and another celebration in the bottom half. If there is a special month that has more than two celebrations that are significant to the student, include them by adding an extra page.

Begin by reading the "Celebration Stories for January." What special events are celebrated in January? If any of the celebrations mentioned here are of special importance to your family, add other information to your discussion. Remember, these summaries are only meant to be starting points.

==== Celebration Stories for January =====

January 1 is a celebration of the New Year for some families. It's called St. Basil's Day in Greece, and many Greek families make a special pie called basilopita. A coin is baked in the cake and the person who gets the slice with the coin in it will have good luck all year. Have you ever found a coin in a cake?

In Korean communities, the biggest festival is Solnal. Sometimes it is celebrated at the beginning of January; sometimes it is celebrated later in the month. Families visit their elders and bow deeply, expressing their thanks. In return, the elders give gifts, such as fruit or money.

The Chinese New Year is called Sun Nin. Sometimes it is in January; sometimes it is in February. It's an important family time. Everyone wears new clothes and new shoes. The colour red is said to bring good luck, so there is lots of red at Sun Nin time!

January 6 is called Epiphany. It is also known as the Twelfth Day of Christmas or Three King's Day. This occasion celebrates the arrival of the Three Kings who brought gifts for the baby Jesus. Some children open their presents on Epiphany instead of Christmas Day.

January 7 is known as Julian Christmas Day and is celebrated by many Ukrainian people and others with eastern Orthodox traditions.

Just before the January full moon is an eight-day Aboriginal festival called the Iroquois Midwinter Festival. The Aboriginal peoples taking part in the festival pray that life will be renewed and continue.

Are there any special days for your family in January? Does your family have a special day to go sledding or build a snowman?



Choose two January celebrations and have your student write about them. If time allows, draw a picture to accompany the sentences. It's best to complete the sentences before starting the pictures in case time runs short. The pictures could always be finished later.

Materials

Student Folder

abc

Later, the pages for the "Celebration Stories" will be compiled and stapled together after all of them have been completed.

Label the back of the “Celebration Stories for January” page with the student’s full name and M9D5. Place this page in the Student Folder or display it in the learning area so that it can be read and discussed during Sharing Time.

Journal Writing (optional)

Your student could write about other celebrations or occasions. Following is an example of two journal entries for the same special day.

October

My mom and I have a picnic lunch at the park on Thanksgiving. We play in the dry leaves. Sometimes it rains.

Sarah’s family celebrates Thanksgiving with a big supper. All her cousins come. They eat roast turkey with stuffing.



Here is an example of two journal entries for two different celebrations.

November

Every November we have a really big potluck supper with all our relatives. We sing songs and play games. I get to stay up late.

Rama's family has a Divali celebration. They light little lamps and put them all around. Then they have sweets. Last year I got to go to his house. It was fun.

Materials

Student Folder



Label the back of the page with the student's full name and M9D5 before placing it in the Student Folder.

Did you notice what Wu used to eat his food instead of using a fork or spoon?

Have you ever tried eating with chopsticks?

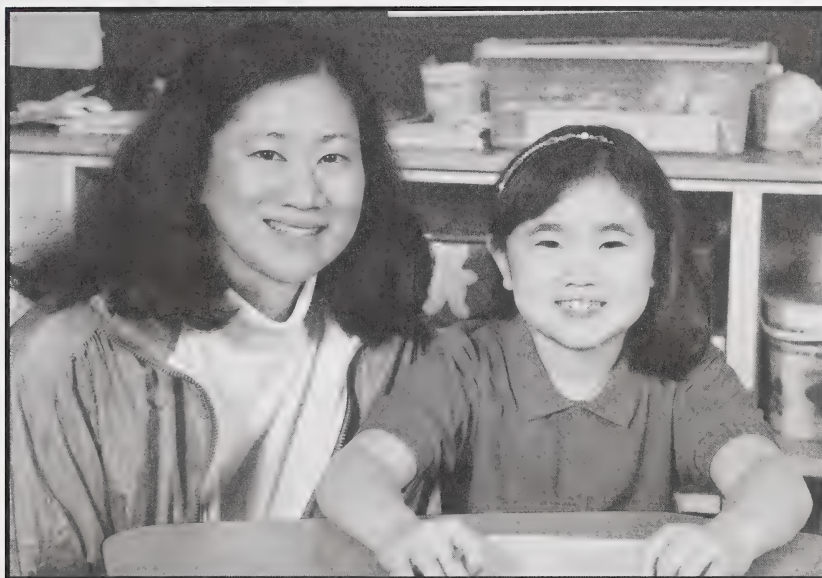
Enjoy your lunch!



Silent Reading

Time recommended: 10 minutes

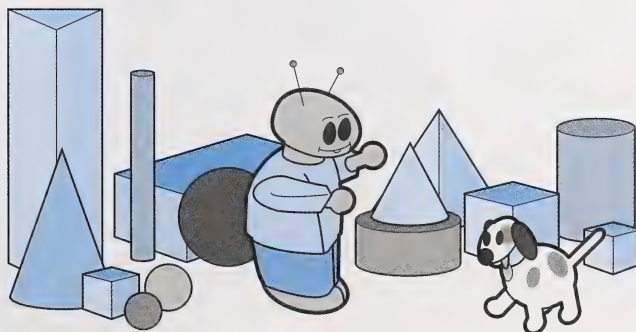
Your student may enjoy reading some fiction or non-fiction books about China.



Math Time

Time recommended: 45 minutes

Proceed with Mathematics Module 9, Day 5.



Project Time

Time recommended: 50 minutes

culture: the customs of a given race or nation

Look on a map of the world or a globe to locate China. Perhaps your student is of Chinese ancestry and can tell you a great deal about the Chinese **culture**. If not, tell your student that many people from China have moved to Canada. Like other Canadians, they kept some of their traditions when they moved to Canada. Has your student ever visited Chinatown in a city or gone to a Chinese restaurant? Discuss any experiences your student may have had with the Chinese culture.

Did you know that many games we play in Canada originated in China?

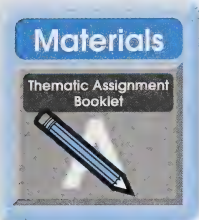
You may choose one or more of the games from the Project Time choices to play today.

Project Choice 1: Dominoes

The origin of dominoes has been traced to China. The game dates back nearly 2000 years. When European traders began trading with China, they introduced the game to Europe, where it became popular.



There are many different domino games. The instructions for one game are listed below, but you may know other versions.



If you have a set of dominoes in your home, use them to play the following game. If not, turn in Thematic Assignment Booklet 9A to Day 5: Dominoes and guide your student to cut out the cards.

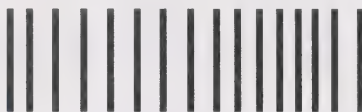
Help your student to play the given version of the game.

- Spread the cards or dominoes face down on the table.
- Each player chooses five cards and places them face down in a row in front of him or her.
- The youngest player may begin the game.
- The first player turns up the card nearest to the left side and places it face up on the table.
- One at a time, each player turns over the card on the left and tries to play it by matching it with one of the numbers of the dominoes on the table. For example, if the domino on the table has 4 dots on one side and two dots on the other side, the player would need to have four dots or two dots on a card in order to play. The player places the new card so that the matching numbers are adjacent.
- If the player's card does not match the domino on the table, the card is placed face down on the right side of the player's row of cards and the next player has a turn.
- Play continues until one player uses up all of the cards. If no one can move, the game is a draw and play begins over again.

Project Choice 2: Nim

The players will need 16 toothpicks, beans, or other small counters to play the following game.

- Arrange the sticks or counters in a row.



- The players take turns picking up one, two, or three sticks or counters.
- The player who has to pick up the last stick loses.

Project Choice 3: Spellicans

You may know this game by the name Pickup Sticks or Jackstraws. Spellicans were originally made of ivory and the end of each stick was carved to represent an animal, flower, or tool. The fancier the shape on the end, the harder it was to pull from the pile, and the more points it was worth.

To play the following game, you will need a set of wooden or plastic pickup sticks or wooden skewers.

- The youngest person holds the sticks a few inches above the table and drops them into a pile on the playing surface.
- The oldest player goes first. This player chooses a stick and tries to pull it from the pile without moving any other sticks. If successful, the player can try pulling another stick from the pile. If any other sticks are moved, the play goes to the next player.
- The game continues until all the sticks are pulled from the pile.
- The winner is the person with the most sticks.

To make the game more complex, you could paint or colour the ends of the sticks and assign points for each colour. (Commercial games come with coloured sticks.) At the end of the game, each player's points are added up to determine the winner.

Project Choice 4: Tangrams

One story says that a man named Tan dropped a clay tile. It broke into seven pieces. As he tried to fit the pieces back into the shape of a square, he discovered that he could use the pieces to make shapes of animals. Tangrams come from China where they are called *ChiChiao*, Chinese for “seven clever pieces.”

The seven pieces of the tangram can be used to make pictures of animals, flowers, people, or objects. All the pieces must be used to make each picture.

Materials

Reading Resources



If you can find *Grandfather Tang's Story: A Tale Told with Tangrams* by Ann Tompert or *Three Pigs, One Wolf, and Seven Magic Shapes* by Grace MacCarone, it would be a good idea to read them to your student to show how the shapes can be used.

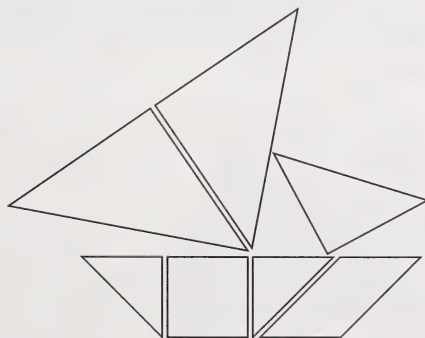
Materials

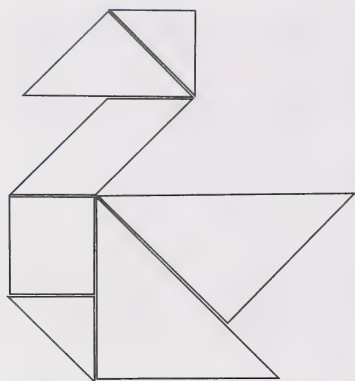
Thematic Assignment Booklet



Turn in Thematic Assignment Booklet 9A to Day 5: Tangrams. Have your student cut apart the tangram shapes.

Invite your student to form the boat and the swan. It's harder than it looks!





Challenge your student to try and make up some original figures with the shapes and use them to make up a story. Your student can also try to put the tangrams back into the original square, as they were before being cut apart. This a challenge, too.



Enrichment (optional)

There are excellent sites on the Internet with many Tangram patterns to try. Use the search word *Tangram*.

Sharing Time

Time recommended: flexible

Invite your student to read the Celebration Stories for January from Writer's Workshop and discuss how celebrations for each month will be written about in the lessons to come.

Encourage audience members to discuss their knowledge of the celebrations as well.

Some traditions from Chinese New Year could be discussed. Audience members could enjoy checking to see what their Chinese "sign" is and characteristics are.



There are many Internet sites that show the Chinese horoscope. The library should also have books on it.

Activities

Teaching Tip



Sharing Traditional Foods

In honour of the New Year celebrations that take place in Asian communities, why not cook up some Asian food? Familiar dishes include stir-fried vegetables, noodles, and fried rice. Dessert might be mandarin orange slices or litchi nuts. Chinese tea could be served. You could use chopsticks if you have them.



In honour of the Greek celebrations, you might like to serve an orange cake with a coin inside. You could slide the coin in after the cake is finished baking. Be sure to tell the people who eat the cake that there is a coin inside.



Let's Look Back

Time recommended: 10 minutes

Discuss today's activities with your student. You could use the following script to help you complete today's Learning Log checklist.

How does our family celebrate New Year's Day?

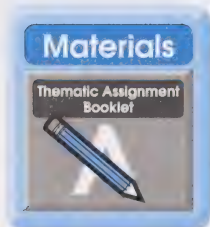
How did Wu Yang's family celebrate the New Year?

How are the traditions in Wu Yang's family different from our traditions?

Which of Wu Yang's traditions would you like to try?

If you were Wu Yang, would you be willing to tell everyone about your special celebrations and traditions? Why or why not?

Do you think it is a good idea to learn about the traditions of other families? Why or why not?



Turn to Thematic Assignment Booklet 9A and follow the directions to complete Day 5: Learning Log. Add your comments and your student's thoughts.

Story Time

Time recommended: flexible



Check the Additional Resources list at the beginning of the module for suggested books about Chinese traditions or folktales.

**On Day 6 you will learn
about celebrations in the second
month of the year.**

Do you know which month that is?

'Round the World

The poem “Our Family Comes from ‘Round the World” from the book *Fathers, Mothers, Sisters, Brothers* will be introduced in Reading today. As you and your student read this poem, you will discover more about Canadian families and their traditions.

You’ll find patches, pancakes, and Polish paper-cutting in Project Time. Clapping, snapping, and slapping are on the agenda for Music and Movement.

“Celebration Stories for February” are featured. Does your family celebrate any special days in February?



What You Need Today

General Supplies

- box containing required materials

Calendar Time

- Calendar Package
- "Celebration Stories for January"

Language Arts

- word boxes and index cards
- *Collections Writing Dictionary*
- Thematic Assignment Booklet 9A
– Day 6: "Double O" Words
- *Fathers, Mothers, Sisters, Brothers* book
- world map or globe
- tape recorder and audiocassette tape

Silent Reading

- books, magazines, or other favourite reading material

Math Time

- See Mathematics Module 9, Day 6.

Project Time

Project Choice 1: Patchwork Quilt

- *The Patchwork House* by Sally Fitz-Gibbon
- material scraps, coloured paper
- glue
- stiff paper

Project Choice 2: Pancakes

- recipe ingredients

Project Choice 3: Polish Paper-Cutting

- various types of colourful paper

Let's Look Back

- Thematic Assignment Booklet 9A
– Day 6: Learning Log

Story Time

- mutually chosen reading material

Activities

Calendar Time



Calendar Time

Time recommended: 10 minutes

After completing the basic Calendar Time procedure, have your student read the information about the January celebrations that he or she read and wrote about yesterday.

Focus for Today

Materials

Thematic Assignment Booklet



Language development is the focus for the Day 6: Learning Log in Thematic Assignment Booklet 9A. Observe your student's ability to ask questions about a topic and to listen for answers.

Language Arts

Time recommended: 35 minutes

Word Study

Print the high-frequency words **family**, **brother**, and **sister** on coloured index cards.

family

brother

sister

Materials

Collections Writing Dictionary



If your student already knows these three words, place them in the word bank. Help the student choose alternative theme-related or personal-interest words to learn instead. Write any new words in the *Collections Writing Dictionary*.

If the suggested words are not readily recognizable, have the student print them on the chalkboard or a piece of paper and study them as indicated on the next page.

Look at the word **family**. Does it help to note that the letter **i** is in the middle of the word **family**? Does your student recall what sound **y** makes at the end of words? The letter **y** says the name of the letter **e** when it is not the only vowel in the word. The letter **f** at the beginning of the word **family** has the “flat-tire” sound and the letters **a** and **i** have short vowel sounds.

Next, focus your student’s attention on the word **brother**. Invite the student to look in a mirror and notice the position of his or her mouth and tongue when saying the blended letters **br**. Then, have your student feel that there is no vibration in his or her vocal chords when saying the “th” sound in the word **brother**.

Guide your student to also identify that the letter **o** in this word has a “short o” sound and that the letter **r** is so bossy and strong that it can change the sound of the letter **e**.



Last, look at the word **sister**. Again, invite your student to look in a mirror and notice the position of his or her mouth and tongue when sounding out the letters in this word. If necessary, help your student identify that the letter **i** has a “short i” sound and that the letter **r** at the end of the word is a “bossy r.”

Can your student clap the syllables of each word?

Materials

Home Instructor's Manual



For other ideas about how to review high-frequency words, check the Word Study Teaching Notes found in the Appendix of the Home Instructor’s Manual.

Phonics and Printing

Today's Phonics lesson reviews the two different "oo" sounds.

Print the word **boot** and ask your student to read it aloud. Ask what sound the double o's make. Exaggerate the pronunciation of "oo-oo."



It sounds spooky, doesn't it?

oo

(long sound)

spooky oo



Stretch out the "oo-oo" sound to make it spooky.



Here's another word with double o's. What word is it? (Print the word **look**.)

Does it have a spooky sound?

The two o's in **look** do not sound spooky.

What do you look with?

You look with your eyes!

Change the two o's into eyes to remind you.

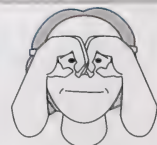
oo

(short sound)

looking oo



Make finger circles around your eyes.



Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 9A and follow the directions to complete “Double O” Words. Help your student cut apart the page of “double oo” words and arrange the words into two piles. One pile is for “spooky oo’s” such as **boot**. The other pile is for “looking oo’s,” such as **look**.

Fold a piece of lined paper in half to form two columns. Open the paper and ask the student to print the word **look** at the top of one column and the word **spooky** at the top of the other column. Have your student choose six words from each pile of “Double O” cards and print them neatly below the guide words.

○ look	○ spooky ○

Materials

Student Folder



When finished, have your student label the back of the assignment with his or her full name and M9D6 before placing it in the Student Folder.

Music and Movement

Time recommended: 10–15 minutes

Ask your student to read these words.

Clap, slap, snap!

That's the sound of today's Music and Movement. Clapping games help develop co-ordination, rhythm, pattern, and working with a partner. They even help to develop an understanding of syllables! Clapping games are found in many cultures all around the world.

In Module 6 on Day 16, your student did a clapping game to “A Sailor Went to Sea.” On Day 7 of Module 8 “Miss Mary Mack” was introduced.

Do you know any other clapping games? If so, play those and invent new variations. Try going faster or try it with your eyes closed! Can you do it walking? Can you sit down and stand up while you do it? Add in some finger snaps in place of some of the claps. Include slapping your knees or crossing your hands over the shoulders.



Sit or stand opposite your partner. Try this basic pattern:

Each partner claps his or her own hands.
Partners clap right hands.
Each partner claps his or her own hands.
Partners clap left hands.
Each partner claps his or her own hands.
Partners clap both hands, palm to palm.
(Begin again.)

Practise the pattern once or twice and then try doing it as you say this familiar rhyme. It helps to emphasize the words that you clap on.

**One, two
Buckle my shoe.
Three, four
Shut the door.
Five, six
Pick up sticks.
Seven, eight
Lay them straight.
Nine, ten
Begin again.**



Another variation for “A Sailor Went to Sea” is to do the previous pattern, but clap each other’s hands three times when you get to “sea, sea, sea.”

**A sailor went to sea, sea, sea,
To see what he could see, see, see
And all that he could see, see, see
Was the bottom of the deep blue sea, sea, sea.**

Could you do all the actions? If so, try the verse faster, and then faster still.

Ask your student to invent a variation. Suggest another rhyme to try or a new pattern of clapping. You could also include slapping knees, snapping fingers, or crossing hands over shoulders.

Language Arts

Time recommended: 60 minutes

Reading

Materials

Reading Resources



On various days throughout Module 5, you and your student read poetry from the book *Fathers, Mothers, Sisters, Brothers*.

Today you and your student will again read a poem from this book.

Begin by focusing your student's attention on a map or a globe and talking about the countries where various family members, friends, and neighbours or their ancestors may have come from. Discuss as well the various languages spoken and the traditions of the different countries.

Turn to the poem "Our Family Comes from 'Round the World" in the book *Fathers, Mothers, Sisters, Brothers*, and read the title.

Look at the illustrations on the page, and then identify the different **nationalities** of the people. Briefly discuss that most people, no matter what nationality they belong to, enjoy a picnic and the outdoors.

Next, focus your student's attention on the following similar sentence openers:

Our hair is . . .

Our eyes are . . .

Our skins are . . .

**We're girls and boys,
We're big and small,
We're young and old,
We're short and tall.**

nationality: a group of people who share the same language, culture, and history

Preview the poem for any familiar words as well.

If the student would like to read the poem independently, encourage it. If not, read it together, tracking each word with your index finger as you read.

Read the poem a few more times with expression, lowering your voice as your student's reading confidence grows. Then, discuss what each of you think the poem is about.

Prepare the tape recorder with a blank cassette. Turn on the tape recorder. Ask your student to introduce the poem by saying

- the title of the poem
- the day and module number
- his or her full name

If you don't have a tape recorder, comment on the student's reading of the poem in today's Learning Log.

Do one practice reading of the poem on the tape prior to doing the final reading. When the recording is finished, do not rewind the tape. Your student will be adding to it on Day 7.

Label the tape with the student's full name and M9D6 before placing it in the Student Folder.

Writer's Workshop

Your student will continue writing "Celebration Stories." What celebrations occur during the month of February?

There are many events celebrated each month, and not all of them are mentioned in the given summaries. Even major celebrations may be only mentioned briefly. You could add more information to these summaries to remind your student of your family's traditions or the traditions your friends or neighbours enjoy.

Read "Celebration Stories for February" aloud.



Celebration Stories
for February

There are winter celebrations right across Canada in February, including famous ones, such as Ottawa's Winterlude; Quebec City's Carnival; the Festival du Voyageur in St. Boniface, Manitoba; and the Yukon Sourdough Rendezvous in Whitehorse. Many local areas have winter carnivals or festivals in February. Is there one nearby that you have visited?

February 2 is halfway between the beginning of winter and the beginning of spring. In many places February 2 is Ground Hog Day. It is said that groundhogs come out of winter hibernation on this day to see how things look above ground. If the sun is shining when they look out, their shadows are dark against the snow, and they are frightened back into their burrows. That means there will be six more weeks of winter. However, if it's cloudy, they're not frightened by their shadows and they do not go back in their burrows right away. This means there will be an early spring.

Things are a bit different in Newfoundland and Labrador. People here watch for polar bear shadows instead of groundhog shadows. If the day is sunny, winter is over. If the day is cloudy, there will be more winter.

Valentine's Day is February 14. It's a day to tell people that you love them. Cards and messages used to be sent anonymously (without telling who it was from). Then the person who got the card had to guess who sent it!

In many Christian churches, Lent is celebrated for the seven weeks before Easter. Some Canadian families give up certain foods for Lent to remind them of the hardships that Jesus faced. On Shrove Tuesday or Pancake Night, it's a tradition to use up all the eggs and fat in the house, such as butter and oil. So what do you think people would often cook? Pancakes! Sometimes some of the pancakes have little surprises inside. Finding a coin in one means you'll have wealth. Finding a ring means you'll soon be married. Have you helped to make pancakes?

What do you think happens in a pancake race? This is an old tradition from England. The contestants have to cook a pancake at a picnic stove, then run to the finish line. As they run, they flip the pancake three times in the pan. Have you ever tried to flip a pancake?



The Jewish holiday Purim is in February; sometimes it is in March. It celebrates a victory from long ago when Queen Esther of Persia helped to defeat Haman. Jewish people celebrate the victory with special foods. There is a pasta dish called “Haman’s Hair,” a pastry called “Haman’s Ears,” and another pastry that looks like his hat. There’s even a Haman gingerbread man!

Ask your student to choose two celebrations to write about. Your student could write about celebrations that were highlighted in the reading or choose other celebrations. For example, in Alberta, the third Monday in February is Family Day. Do you and your student do anything special on that day?



When the page is complete, have the student label it with his or her full name and M9D6 and then add it to the Student Folder.

**It’s been a busy morning.
Are you ready for a lunch break?**



Silent Reading

Time recommended: 10 minutes

You and your student may enjoy reading a book about a February celebration.

Math Time

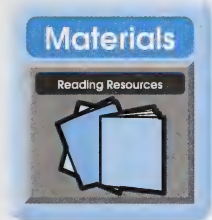
Time recommended: 45 minutes

Proceed with Mathematics Module 9, Day 6.

Project Time

Time recommended: 50 minutes

Project Choice 1: Patchwork Quilt



Check your local library for the book *The Patchwork House* by Sally Fitz-Gibbon. This is the story of a new Canadian who built a house. As the story goes on, other families add to the house, creating a “patchwork” house. To help the student understand that patchwork means adding pieces to make a whole, a paper or cloth patchwork will be created in this project.

If you have any examples of patchwork quilts, cushions, or crafts in your home, show them to the student. If it is a patterned example of patchwork, call attention to how the pattern is repeated. After reading and discussing the book *The Patchwork House*, help your student cut squares about 5 cm by 5 cm from scraps of material, coloured paper, magazine pictures, wrapping paper, or wallpaper. The student can arrange the squares in different patterns until he or she is satisfied with the design.

Cut a piece of cardboard or stiff paper in the shape of a house to make a “patchwork house.” Then, glue the arrangement of squares on the shape. When finished, you can hang the patchwork design on the wall.

Note: You might wish to help your student sew a small patchwork quilt or potholder. If so, that’s great! If you need more time, extend the project to Day 7 and/or Day 8.

Project Choice 2: Pancakes

You learned about Pancake Night the “Celebration Stories for February,” but you can make and enjoy pancakes anytime. You might serve your pancakes with real maple syrup, one of Canada’s specialties. Sometime between February and March, maple sap begins to flow and the delicious syrup is boiled down.

Note: The student may do the measuring and mixing, but an adult should cook the pancakes.

Any-Time-of-the-Year Pancakes

Mix together the following ingredients:

250 mL (1 cup) flour	250 mL (1 cup) milk
10 mL (2 tsp.) baking powder	1 egg
3 mL (1/2 tsp.) salt	15 mL (3 tsps.) oil

Combine the dry ingredients in a bowl. Beat the egg and milk together and add to the dry ingredients. Stir. Add the oil and stir until smooth.

Heat a spoonful of butter or oil in a medium-hot frying pan or griddle, and pour in about 125 mL (1/2 cup) of the batter. When bubbles form, check if the bottom is golden brown. If so, flip and continue cooking until the other side is golden.

Serve with maple syrup, jam, applesauce, berries, or peanut butter and jelly!

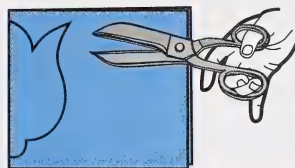
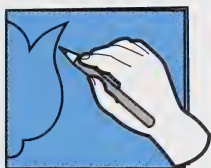
Project Choice 3: Polish Paper-Cutting

Have you ever folded and cut paper to make a snowflake or heart? If so, you have made **wycinanki**, or Polish paper-cuts.

Polish paper-cuts were traditionally made during the long, cold winter nights in eastern Europe. The delicate designs were cut with sheep shears and were hung about to decorate the home in spring.

Read the following instructions to your student:

- Fold brightly coloured paper in half. Draw half of a design, such as a flower, along the fold. Cut out the design. Use one piece of folded paper for the flower, another piece for the stem, and a third for leaves, and so on.



- Glue the cut-out pieces together on a colourful background.
- To make a special effect, do several layers of the flower and leaves, each in a different colour. Make fringes or little cutouts in the shapes.

Experiment with other shapes. Try folding and cutting a circle or a triangle.



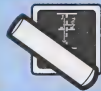
Sharing Time

Time recommended: flexible

There's lots to share! For example, do your friends or family members have any questions about how any of the projects were made?

Activities

Teaching Tip



Sharing Traditional Foods

Pancakes and their variations are found in many cultures around the world. Not only are they eaten on Pancake Night, they are enjoyed year-round for breakfast, lunch, or supper! Some other versions include **blintzes** (Jewish), **bocoles** (Mexican), **dosas** (Indian), and **crêpes** (French).

Perhaps you have a favourite recipe to use, or you can use a cookbook for a new variation.



Let's Look Back

Time recommended: 10 minutes

In preparation for completing today's Learning Log, ask your student about today's experiences.

Why is it important to do some planning before starting a project?

How does asking questions help you to plan?

What did you especially like about today's lesson?

What would you like to share with your teacher?

Materials

Thematic Assignment Booklet



Turn to Thematic Assignment Booklet 9A and follow the directions to complete Day 6: Learning Log. Be sure to add your student's comments.



Story Time

Time recommended: flexible

Your student may enjoy reading and doing the actions for the following poem about pancakes. You could even turn it into a clapping game.

Mix a pancake,
Stir a pancake,
Pop it in the pan.
Fry the pancake,
Toss the pancake,
Catch it if you can.



Christina Rossetti



I wonder what you will be doing
tomorrow?

This Is the Place for Us

Day 7 is the place for you!

What will you be doing today? There's jumping and skipping in Music and Movement.

In Reading, you will learn about a young Japanese man who came to Canada. You'll also learn about his "picture bride."

Spelling practice is included, and there's something about the Phonics lesson that might remind you of pinching and slapping. What do you suppose that is?

You will be "March-ing" into the Celebration Stories. Project Time choices include origami and a cooking project.



What You Need Today

General Supplies

- box containing required materials

Calendar Time

- Calendar Package
- “Celebration Stories for February”

Language Arts

- Printing Practice notebook
- Thematic Assignment Booklet 9A
– Day 7: How Now, Brown Cow?
- world map or globe
- tape recorder and audiocassette
from Module 6, Day 6

Music and Movement

- skipping rope

Silent Reading

- books, magazines, or other
favourite reading material

Math Time

- See Mathematics Module 9, Day 7.

Project Time

Project Choice 1: Origami

- origami paper (optional)

Project Choice 2: Tzimmes

- recipe ingredients: carrots or yams,
pineapple chunks, prunes

Let's Look Back

- Thematic Assignment Booklet 6A
– Day 7: Learning Log

Story Time

- mutually chosen reading material

Activities**Calendar Time**

Calendar Time

Time recommended: 10 minutes

After completing the basic Calendar Time procedure, review the “Celebration Stories for February.” Remember to add a small weather symbol to today’s calendar date so that you can complete the weather graph on Day 18.

Focus for Today

Materials**Thematic Assignment Booklet**

In the Day 7: Learning Log you will be asked to comment on your student’s **growing ability to work with others and to recognize his or her personal contributions to a group**. Preview Day 7: Learning Log in Thematic Assignment Booklet 9A. You can respond to these questions based on your student’s interactions during and outside of school time.

Language Arts

Time recommended: 30 minutes

Spelling and Printing

Take out the Printing Practice notebook. Have your student write sentences with the spelling words for this module.

for
all

what
but

not
were

Remind the student to include the following:

- a capital letter to begin each sentence
- a capital for the proper names of people and places
- correct end punctuation for each sentence


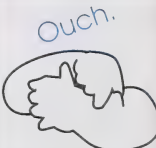


Have the student underline the spelling word in each sentence.

Alternative Activity

Look back over the “Celebration Stories” or any journal entries written so far in this module. Ask the student to check that all assigned spelling words are correct. If not, make corrections.

Phonics and Printing

Today’s Phonics reviews the “pinch” sound of **ou** and the “slap” sound of **ow**.

ou	pinch sound 	Pinch your arm lightly and say, “Ouch!”	
ow	slap sound 	Slap your knee lightly and say a stretched-out “Ow!” sound.	

Ask your student to read aloud these two groups of words and look at the position of the mouth and tongue in a mirror when saying each word. Give a reminder that the letters **ou** make the “ouch” sound.

out
sprout

about
trout

shout
pout

Remind the student that the letters **ow** make the “slap” sound. Have your student read these words aloud to practise the sound.

clown
crown

gown
frown

brown
downtown

MaterialsThematic Assignment
Booklet

For more practice with **ou** and **ow** sounds, turn to Day 7: How Now, Brown Cow? in Thematic Assignment Booklet 9A. If necessary, help the student read the clues for the crossword puzzle, but encourage independence in sounding out the word choices.

Music and Movement

Time recommended: 10–15 minutes



How high can you jump? For how long can you skip?

It was once believed that jumping and skipping in the spring would bring life to the soil and make the crops grow. People would jump as high as they could, hoping that the plants would grow as high as their jumps. Do you suppose skipping and jumping helped the plants to grow?

Jumping and skipping are popular today because they're fun and the exercise helps to keep the heart healthy. Spend today's Music and Movement session doing some jumps and skips and singing any skipping songs that you know. Have you tried the one on the following page?

Bluebells, cockleshells,
Eevy, ivy, over.
My mother sent me to the store,
And this is what she sent me for,
Salt, mustard, vinegar, pepper!

Try these challenges with the song:

- For the word **salt**, turn slowly; for the words **mustard** and **vinegar**, turn a bit faster; and, for the word **pepper**, turn as fast as you can!
- For the words **bluebells** and **cockleshells**, move the rope from side to side; for the words **eevy**, **ivy**, and **over**, turn the rope over your head.

Language Arts

Time recommended: 60 minutes

Reading

Today you will be reading a story about a Japanese family that came to Canada close to 100 years ago. This story is based on real facts, unlike the “once-upon-a-time” stories you read in Module 8 that were make-believe. Begin by jotting down what your student knows about Japanese people, and then jot down what your student would like to learn about them and their culture.

What I Know
About Japanese
People

What I Want To Learn
About Japanese
People and Their
Culture

Read the following story.

A Japanese Picture Bride

Mankichi was born in Japan. When he was 17 years old, he moved to Canada to find work. By the time he was 28 years old, it was time for him to get married. He wanted a Japanese bride. Since he couldn't afford to go to Japan to find a bride, he wrote to his parents in Japan to ask them to choose a bride for him.

Mankichi's parents soon chose a young woman who came from a good, hard-working family. Her name was Oya.

Oya's parents sent a picture of her to Mankichi. He liked how Oya looked and he liked the nice things his parents said about her. He sent a letter to Oya saying he would like to marry her. In the letter, he sent a picture of himself.



When Oya got the letter, she was very happy with the way Mankichi looked. She knew he would be a good husband to her, so she agreed to marry him.

In 1920, Oya set off for Canada on a ship. It took two weeks for the ship to arrive at Vancouver. When she got off the ship, she was confused and tired. She had eaten strange foods on the ship. The other people on the ship seemed so big, and they spoke a language she didn't understand.



Once in Canada, Oya bought western clothes. She found it hard to wear them.

Mankichi was kind and thoughtful. He took Oya to study English with some friends in Vancouver until he and Oya could be married in a Buddhist ceremony.

After they were married, Mankichi and Oya moved up the coast of British Columbia to a fishing village where Mankichi had rented a small house. There was no electricity. Oya had to learn how to cook on a wood stove and how to light a kerosene lamp.

There was so much that Oya had to get used to—a new husband, a new way of life, and a new language. Oya was very happy that her neighbours gave her and her new husband a warm welcome. Now she had Japanese neighbours with whom she could visit. They helped Mankichi and Oya with many things, including helping Oya give birth to a son.

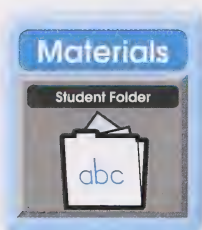
Mankichi and Oya had two children—a son named Kanji, who was born in 1922, and a daughter named Chiyo, who was born in 1925.



Locate Japan on a map or globe, and then discuss why and how Mankichi and Oya came to Canada.

Review the **What I Know About Japanese People** chart to see if any of the information needs to be revised. Share the pencil when doing revisions.

What I Know
About Japanese
People



Read the questions on the **What I Want To Learn About Japanese People and Their Culture** page. Guide your student to use any pertinent information from the story to answer the questions. On a third page, entitled **What I Learned from the Story**, add any new information that was learned from the story. Label the back of the charts with the student's full name and M9D7 before placing them in the Student Folder.

What I Want To
Learn About
Japanese People
and Their Culture

What I Learned
from the Story



Now, your student will retell the story on the audiocassette. If you do not have a tape recorder, write your student's retelling on a sheet of paper and include it with your submissions.

Have your student introduce the retelling by saying the title of the story, his or her full name, and the module and day number.

If you are using a tape, when you are finished don't rewind it. You will be adding to it on Day 8.

Writer's Workshop

Read the following story.

===== Celebration Stories for March =====

March is the month when Canadians welcome spring! The spring **equinox** is on March 20 or 21. The air might be chilly and the ground might be covered with snow, but after the equinox, the days begin to be longer than the nights.

Now Ruz is a special ceremony celebrated by people from countries such as Iran, Iraq, and Afghanistan. It takes place at the time of equinox. It is a time to throw out old quarrels, make the spring sun stronger, and visit relatives. Sweets are given and people say, "May you live a hundred better years!"

In eastern Canada, where the maple trees grow, the warm days and cool nights of March start the sap flowing. This is a month of Sugaring Off festivals in eastern Canada. The sap from maple trees is collected and boiled down into syrup. Long ago, the Aboriginal people used to boil the sap in birchbark buckets heated with stones from a firepit. Now the boiling is done on long stoves in huts called sugar shacks.



equinox: time of year when the day and night are equal in length

A special treat is pouring a little syrup on fresh snow and then eating it when it hardens. If you wanted to see the shape of a maple leaf, where could you look? Look at the Canadian flag or a penny!

Japanese Girl's Day, or Doll Festival, is celebrated on March 3. (Boy's Day is May 5). Girls display their special dolls dressed in traditional costumes. They wish Japanese girls healthy growth and happiness. This day is also a festival of peach blossoms. A special meal is often made for girls.



March 17 is celebrated as St. Patrick's Day, an Irish holiday. It's traditional to wear a shamrock or something green on this day. Some people even eat green foods! Which foods do you think they eat?

In March or April, Jewish people celebrate Passover, or Pesach. This festival celebrates freedom.

What events do you celebrate this month? Are there new calves or other baby animals? Have any songbirds returned yet? Are there any special community events you traditionally attend in March?

Materials

Student Folder



Your student can choose two March celebrations and write about them. When the page is complete, label it with the student's full name and M9D7 before adding it to the Student Folder.

Journal Writing (optional)

How the members of your family help others is the topic for today's journal entry.

Discuss this question with your student. Make notes of the student's ideas on a chart. Point out that all members of the family help each other—even a little baby helps by bringing laughter and happiness!

Your student can develop these ideas further in a journal entry. If there is another topic of more immediate interest to write about, that is fine.

Remember to have your student label the back of the journal entry with his or her full name and M9D7 before placing it in the Student Folder.

Materials

Student Folder



Enrichment (optional)

Community elders and cultural organizations can be a wonderful source of information about traditions and celebrations. If there is an opportunity, have your student meet with some of these members of the community and discuss celebrations from their heritages.

It's time for your lunch.



What do you think a Japanese family would have for lunch?

Silent Reading

Time recommended: 10 minutes


If your student would like to learn more about Japanese culture and traditions, there are many wonderful Japanese folktales and stories featuring Japanese characters. Check the Additional Resources list for ideas or ask your local librarian for suggestions.



Math Time

Time recommended: 45 minutes

Proceed with Mathematics Module 9, Day 7.


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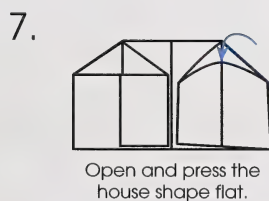
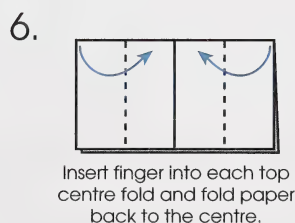
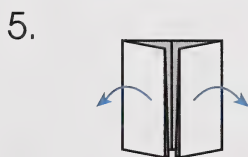
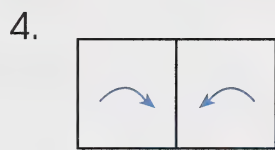
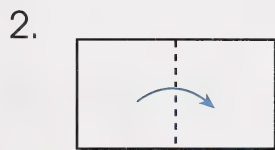
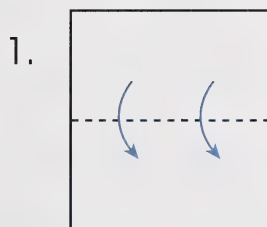
Project Time

Time recommended: 50 minutes

Project Choice 1: Origami

Many people enjoy doing **origami**, a traditional paper-folding craft from Japan.

Your student might like to make and decorate a house made of paper. The folding might be a little complicated, but the decorating should be easy! Use white paper, a piece of wrapping paper, or origami paper.



Project Choice 2: Tzimmes

To “make tzimmes” means to “make a fuss about something.” But there is no fuss to making this sweet Jewish dish that could be served at a Passover meal or any other time.

Tzimmes

750 mL (3 cups) thickly sliced carrots or yams (peeled)
250 mL (1 cup) pineapple chunks
12 pitted and chopped prunes
250 mL (1 cup) water or part water, part apple juice

Put all the ingredients in a pot. Bring to a boil and then reduce heat. Cook over very low heat until tender, about an hour. Sprinkle with lemon juice and serve warm or at room temperature.

Activities

Teaching Tip



Sharing Traditional Foods

Since Japan is an island, Japanese people enjoy many different types of seafood. Some other dishes that are enjoyed in Japan are noodles, stir-fried foods, sushi, teriyaki, tempura, and rice. In Japan, chopsticks are usually used for eating meals. Does your family have a favourite Japanese dish?



Sharing Time

Time recommended: flexible

Your student can share what he or she knows about Japanese people and their culture and talk about any unanswered questions he or she may have. Perhaps one of the listeners will know the answers or know where to find the answer.

Another option would be to have the student present the “Celebration Stories for March” and describe why each event was chosen.

Let's Look Back

Time recommended: 10 minutes

Use questions such as the following to discuss your student's understanding of working together:

In the story “A Japanese Picture Bride,” Japanese families worked together to make life better.

Did you do work with other people today?

How does working together make a job easier?

If you needed help with a job, who could you ask?

How can we help each other do our jobs better?

How can you help others with their learning?

How can you help make learning exciting for yourself and others?

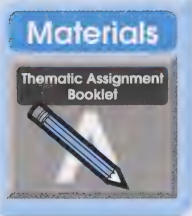
How can we co-operate?



Day 7 • This Is the Place for Us

How can we show respect for each other?

Did you find it easy or difficult to retell the story "A Japanese Picture Bride" into the tape recorder? Explain why.

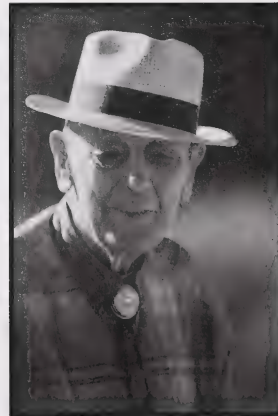


Record your student's comments and your own on Day 7: Learning Log, found in Thematic Assignment Booklet 9A. Complete the checklist.

Story Time

Time recommended: flexible

Perhaps a grandparent or elder from the community would share a story from the past.



**You have finished Day 7!
Good work!
More learning adventures await
you on Day 8.**

Tell a Tale

What's the biggest family you know? What's the smallest? You'll be talking and writing about some Canadian families today, and you will discover that they come in all sizes!



There's something interesting about the letter **c** in the word **celebration**. Can you guess what it is? You'll find out today in Phonics.

April is the month that's celebrated in Writer's Workshop.

Earth Day is featured in Project Time.

What You Need Today

General Supplies

- box containing required materials

Calendar Time

- Calendar Package
- other materials as needed
- “Celebration Stories for March”

Language Arts

- word boxes and index cards
- *Collections Writing Dictionary*
- globe or map of North America

Music and Movement

- “Four Hugs a Day” and “Love Me for Who I Am” from *10 Carrot Diamond* (optional)

Silent Reading

- books, magazines, or other favourite reading material

Math Time

- See Mathematics Module 9, Day 8.

Project Time

Project Choice 1: Outdoor Clean-up

- gloves
- garbage bags

Project Choice 2: Earth Day Salad

- salad ingredients

Let's Look Back

- Thematic Assignment Booklet 9A
– Day 8: Learning Log

Story Time

- mutually chosen reading material



Calendar Time

Time recommended: 10 minutes

After completing the basic Calendar Time procedure, take time to review the “Celebration Stories for March.” Drawing a weather symbol on today’s date is necessary so that a weather graph can be completed on Day 18.

Focus for Today

Materials

Thematic Assignment
Booklet



Today will be the second day in a row your student will practise **retelling** a story. Storytelling helps to develop vocal skills, interpretative skills, and appreciation and enjoyment of literature. Today you will be asked to comment on your student's growing storytelling skills. Preview the Day 8: Learning Log in Thematic Assignment Booklet 9A.

Language Arts

Time recommended: 35 minutes

Word Study

On coloured index cards, print the high-frequency words **his** and **how**. Test your student's ability to recognize the words at a glance. If the student cannot read the words without sounding them out, more practice will be needed.

his

how

Begin by focusing attention on the letters **ow** at the end of the word **how**. Review the key word and action that models the sound of these two letters.

ow

slap sound



Slap your knee lightly and say a stretched-out "Ow!" sound.



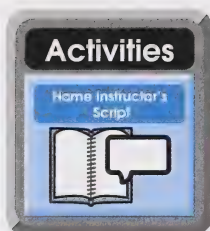
The word **his** is spelled the way it is pronounced. Have your student say each letter sound, and then blend the sounds together and say the word.

Phonics

The letter **c** can make a **hard** or **soft** sound. You can introduce the sounds by printing these words:

celebrations calendar

Read the words aloud and ask your student to say them. Continue by using the following script:



What letter does each word start with?

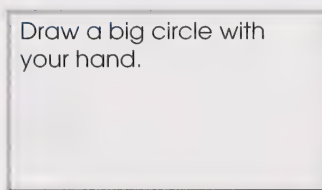
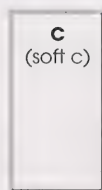
What sound does the **c** make in the word **celebration**?

What sound does the **c** make in **calendar**?

C can make the "s" sound, like in the word celebration.

C can also make the "k" sound, like in the word calendar.

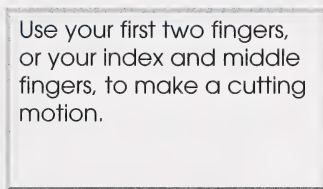
What shape is this? (Point to the circle below.)



What word is above the circle shape? (circle)

What sound does the first **c** in the word **circle** make?

What sound does the second **c** make in the word **circle**?



Have your student read aloud the following sentence starter and possible endings. Then read each ending with the sentence starter.

The **prince** wanted to **race**.
 a **dance**.
 a **face**.
 two **cents**.
 a **city**.

What sound do all the bolded words have in common? (soft c)

Read these phrases aloud in the same way.

The **cute coat** was on the **cub**.
 on the **cat**.
 at the **camp**.
 full of **cash**.
 full of **cookies**.

What sound do all the bolded words have in common? (hard c)

Printing

Your student can choose one of the sentences you made in Phonics and use it as the first line of a short composition. Two or three sentences can be added to make a story. Have the student print these sentences on a sheet of lined paper.

Label the back of the printing page with the student's full name and M9D8 before placing it in the Student Folder.

Music and Movement

Time recommended: 10–15 minutes



Music time today is for singing songs your family loves. These might include songs from your heritage in another language, nonsense songs the family sings on car trips, or any other songs you know and enjoy.



Two traditional songs that your student might enjoy singing, moving, and clapping to are “March, March, March Around” and “Bell Horses.” Model for your student the singing of the songs, the moving to the music, and the matching of a clap to each syllable in the words. The words of the songs have been divided into syllables to assist you.

March, March, March Around

March, march, march a-round,
march a-round to-geth-er.

Stamp, stamp, stamp a-round,
stamp a-round to-geth-er.

Hop, hop, hop a-round,
hop a-round to-geth-er.

Slide, slide, slide a-round,
slide a-round to-geth-er.

March, march, march a-round,
march a-round to-geth-er.

Bell Horses

Bell hors-es, bell hors-es,
what's the time of day?

One o'clock, two o'clock,
time to go a-way.

If you wish, you could revisit several of the Charlotte Diamond songs about families, such as "Four Hugs a Day" and "Love Me for Who I Am."

Enjoy singing familiar and well-loved songs together . . . at whatever volume seems appropriate!



Language Arts

Time recommended: 60 minutes

Reading

Begin by telling your student that today you will be reading a story about a large group of cotton, tobacco, and corn farmers who moved many years ago to northern Alberta from the state of Oklahoma in the United States. Explain that Oklahoma is a state in the country of the United States, just like Alberta is a province in the country of Canada. This group of farmers was special because they all were Black. They came to Alberta in 1910, two years after Mankichi had left Japan.

Find the map of North America in your mini-atlas. (**Note:** You could use a commercial atlas or globe if you prefer.) Guide your student to locate the following areas:

- United States
- Oklahoma
- Canada
- Alberta
- northern Alberta

If you have family or friends living in either Canada or the United States, identify where these people live in relation to Oklahoma and Alberta.

amber: a yellowish brownish colour

valley: an area of low land between hills or mountains

community: a group of people that live together in the same place

discrimination: an unfair difference in treatment because of a person's skin colour or some other characteristic

Talk about the distance between Oklahoma and northern Alberta and why and how these farmers travelled to the wilderness of northern Alberta in 1910.

Read the title of the story and have your student preview the pictures. Identify the words **amber**, **valley**, **community**, and **discrimination** in the story and discuss what each word means.

Then, invite your student to predict what the story will be about.

Encourage your student to read the story along with you. Track the words as you read.

== The Story of Amber Valley, Alberta ==

In 1910 and 1911, more than 160 Black people from Oklahoma, a state in the United States, moved to Canada. In Oklahoma, these people were slaves working for white people. Slaves had very few rights and they were not treated well. By moving to Canada, they felt they could escape this discrimination.

They came to Alberta and settled in the wilderness in the Pine Creek area, about 30 kilometres east of Athabasca on Highway 55. Here the weather was much colder than it was in Oklahoma, but these people adapted well to the cold and snow.



In the warmer climate of Oklahoma, they farmed cotton and corn. They couldn't grow cotton and corn in Alberta with the short and colder summer, but they soon learned that grain grows well in Alberta. They cleared the trees off the land and planted oats, wheat, and barley. They also raised livestock and chickens. Before long, these people from Oklahoma were successful farmers.



In 1913, a school was built in the community. In 1914, a church was built. In 1931, a post office was built and the community was named Amber Valley. It is not certain why this name was chosen. Some people say it was named this because of the colour of the earth near the community. Other people say it was named after a poem written by a local boy.

As the years passed, some of the people of Amber Valley moved away to look for work in Edmonton, Calgary, and other places. Eleven families stayed on, and some of them are still living at Amber Valley today, continuing to make a living as farmers.

Amber Valley is no longer only a Black community. As the Black people moved out, white people bought the land and moved into the community. The school, post office, and church are no longer standing, but if you go to Amber Valley, there is a cultural centre and a memorial honouring the people who moved to Canada, where they would be treated better and where they could have a better life.



Once finished, discuss how your student's prediction compares to actual story.

Continue with the following questions:



Why did these Oklahoma farmers move to northern Alberta in 1910? (to escape discrimination)

Explain what the word **discrimination** means. (an unfair difference in treatment)

How did the Oklahoma farmers adapt to the different weather? (They adapted well.)

What changes did they make in what they grew? (They became grain farmers.)

How is life in Amber Valley today different from what it was like in pioneer days? (Accept any reasonable response.)

What are some present changes? (Many of the young Black people have moved away to find a new way of life. The community is no longer all Black.)

What are some possible reasons why many Black families left Amber Valley? (They needed to find work so they could make a living.)

What are some possible reasons why some Black families chose to remain in Amber Valley? (They have been able to make a living there and they are happy.)

Enrichment (optional)

People have come to Canada from all parts of the world. These are just some of the countries:

- Armenia
- Austria
- Belgium
- British Isles
- China
- Denmark
- Finland
- France
- Germany
- Greece
- Hungary
- Iceland
- India
- Italy
- Japan
- Lebanon
- Lithuania
- Netherlands
- Norway
- Poland
- Romania
- Russia
- Scandinavia
- Sweden
- Switzerland
- Syria
- Ukraine
- United States

Have fun using a world map or a globe to locate these places and identify any people you know who came from or whose ancestors came from these places.

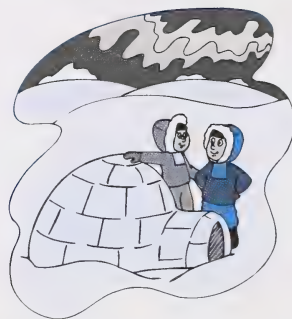
Writer's Workshop

As you read and talk about the following "Celebration Stories," remember that the main focus is on having the student write two personal stories.

==== Celebration Stories for April =====

In some parts of Canada, April is the time to celebrate the budding of trees and the return of birds.

There is still lots of snow and ice in Nunavut in April. Toonik Time is a fun and popular celebration. There are traditional Inuit games and contests, such as igloo-building and harpoon-throwing. Folk singing, ice-sculpture, and making fry bread are also enjoyed. There is a broomball competition where the players each wear one skate and one running shoe, a Backwards Parka race with hoods over faces, a Slope Climb with plastic bags over boots, and a four-legged race. Which event would you like to enter?



Easter is sometimes celebrated in April, and sometimes in March. Many families who come from eastern European countries, such as Russia, Poland, and the Ukraine, decorate eggs using many patterns and symbols. These eggs are called pysanka or pisanki. Many dyes, wax, and special tools are used.



Designs on the eggs represent love and respect, and wishes for health, happiness, and good harvests. You may like making some of these eggs.

In many communities, decorated eggs are exchanged between friends at Easter. Is that a tradition where you live?

Some communities celebrate the New Year this month. Songkran, the Thai New Year, is a water festival where everyone splashes water on each other. Bon Chol Chhnam is the Cambodian New Year where children get special gifts. Baisakhi is a celebration in North India where people and animals are bathed and houses are decorated with flowers. Are any of these New Year's celebrations observed in your area?

April 1 is April Fool's Day. Traditionally, people changed roles on this day. For instance, a child could be a parent and a parent could be the child. Some people also play little tricks on each other on this day.

April 2 is International Children's Book Day—a good day to reread a favourite book or choose a new favourite!

Earth Day is celebrated on April 22—a wonderful reason to plant a tree and celebrate the gifts of nature. This is a day for everyone to be kind to Earth.

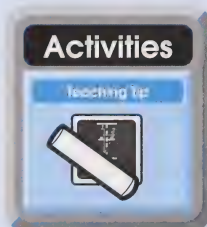
April 23 is Turkish Children's Day. This festival was started in 1920 by a leader who realized how important children were to his country's future. Children dance, sing folk songs, play music, fly kites, and watch puppet shows. They eat sweet, sticky cakes. The Turkish name of the festival is **Egemenlik Bayrami**.



Invite your student to choose two celebrations to write about. The stories can be written on two separate sheets of lined paper.

Label the back of the stories with the student's full name and M9D before placing them in the Student Folder.

Once these stories have been returned, you might want to collate them into a Celebrations book. Your student could add to the book over the years.



Sharing Traditional Foods

The warmer days of April might get you thinking of the parts of the world that stay warm year-round. A sampling of the foods of Africa and the Caribbean might be just the right taste! Fruits of all types, especially bananas, are common in Africa. So is the groundnut, also known as the peanut! Perhaps you'd enjoy a peanut butter and banana sandwich in honour of the produce of Africa! Curried dishes are common in both Africa and the Caribbean. Sweet potatoes, mangoes, and papaya make their way into chutneys and salads, or join seafood in stews. Sugar cane, pineapple, and coconut are all tasty possibilities. Omit any foods to which your student might have an allergy.

Review the types and sizes of Canadian families. Introduce the topic by asking the following questions:

Families come in many sizes and types.
Do you know a family with only two people?

Which is the largest family you know?

Ask your student to identify members of the families, such as “a father and two boys” or “a mother, a father, a grandma, and a little girl.”



You’ve read about families in stories. Tell me about some of those families.



Make a chart about various family sizes. It could look similar to the following sample.

Families Come in All Sizes		
Family	How Many?	Which People?
Michalchuk	3	mother, son, grandmother
Johnson	8	mother, father, uncle, 3 sons, 2 daughters



When the chart is finished, remember to label the back of it with the student's full name and M9D8 before placing it in the Student Folder.

**Now would be a good time to take
a lunch break.**

Silent Reading

Time recommended: 5–10 minutes

Continue to provide a variety of reading material for your student to choose from. You may find that your student is ready to read easy “chapter books” and beginner novels. Take the time to visit your local library.



Math Time

Time recommended: 45 minutes

Proceed with Mathematics Module 9, Day 8.

Project Time

Time recommended: 50 minutes

Note: If you choose to do Project Choice 1 today, you could use Project Choice 2 for Enrichment some other day. Any project choice that involves preparing food can be completed at a more convenient time.

Project Choice 1: Outdoor Clean-up

Go together and pick up garbage in a park, along a trail, in a field, or in a vacant lot. Wear gloves. Celebrate Earth Day!



Project Choice 2: Earth Day Salad

Make a salad for the family to enjoy in honour of Earth Day. Depending on where you live, you might be able to add tender dandelion greens or other wild plants to your salad. If you have a garden, perhaps there is some lettuce or spinach ready to use. The student can carefully rinse all the greens and pat them dry with a paper towel.

What other ingredients would your student like to add?

Sharing Time

Time recommended: flexible

The student can present the “Celebration Stories for April.” Telling the audience about the two sounds the letter **c** can make is another option.

If you chose the outdoor clean-up project in Project Time, talk about what you found and where you cleaned. Maybe your audience would like to work together to clean another area.



If the Earth Day salad was chosen in Project Time, ask the student to talk about the ingredients that were used and how the salad was made. Your student could even do a cooking show demonstrating how to make the salad.

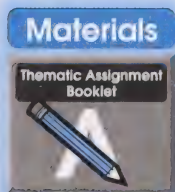
Let's Look Back

Time recommended: 10 minutes

Spend a few minutes discussing these questions:

What did you like best about the story “The Story of Amber Valley, Alberta?”

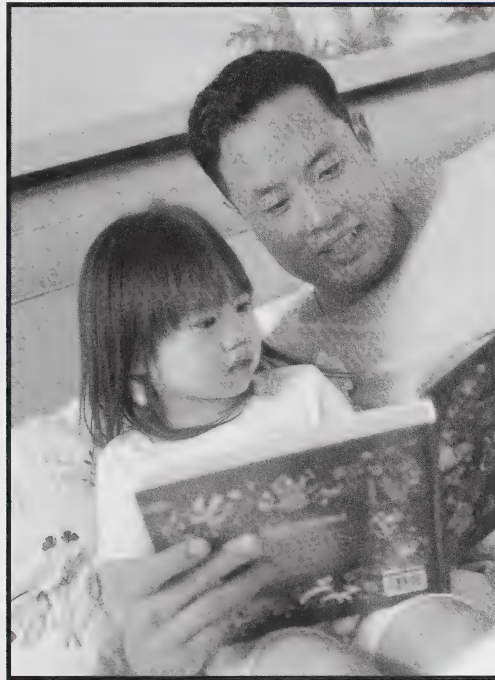
Was there a part that you didn't like?



Turn to Thematic Assignment Booklet 9A, and follow the directions to complete Day 8: Learning Log. Include your comments about the day and any comments that the student wishes to share.

Story Time

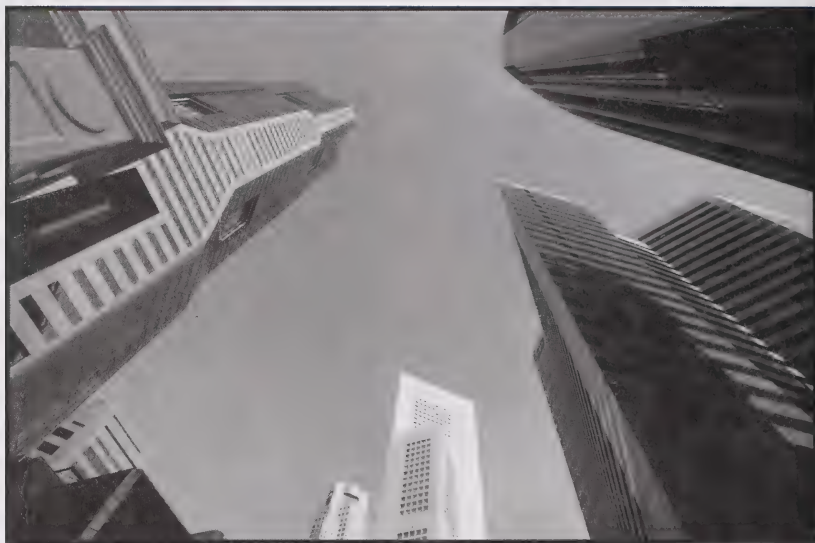
Time recommended: flexible



**You've had lots of practice
retelling stories over
the last few days.
Are you getting good at it?**

**On Day 9, you will learn
about families from
the city and the country.
Where do you live?**

In the City, In the Country



Not only do Canadian families have a variety of different ethnic backgrounds, but they live in many different places in this huge country. Different geographic areas affect a family's lifestyle in many ways. Today your student will examine the difference in lifestyle between city and country dwellers.

The Reading selection will help your student compare the differences and similarities between country life and city life. Your student will discuss and write about living in the country, city, or small town.

In Project Time, your student will work on a mural of the city and the country. A friend or family member may join in to help with this project.

You will need to gather the work from Days 1 to 9 to submit today. The last module of Grade 1 is already half completed!

What You Need Today

General Supplies

- box containing required materials

Calendar Time

- Calendar Package
- other materials as needed

Language Arts

- word boxes and index cards
- Thematic Assignment Booklet 9A
– Day 9: Mascot and Mascot
- globe, map, or atlas

Music and Movement

- obstacles for an obstacle course

Silent Reading

- books, magazines, or other favourite reading material

Math Time

- See Mathematics Module 9, Day 9.

Project Time

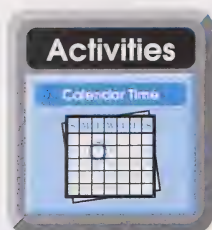
- paints and brushes
- mural-sized paper
- sponges, soap, toothpaste, sand, wrapping paper, brown paper bags, newspapers (optional)

Let's Look Back

- Thematic Assignment Booklet 9A
– Day 9: Learning Log

Story Time

- mutually chosen reading material
- *City Mouse–Country Mouse and Two More Mouse Tales from Aesop* illustrated by John Wallner, *Round Trip* by Ann Jonas, *Jessie's Island* by Sheryl McFarlane (optional)



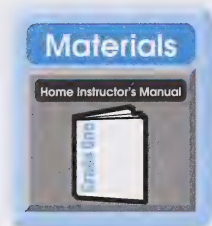
Calendar Time

Time recommended: 10 minutes

Complete the basic Calendar Time procedure, and then proceed with your individualized calendar routine.

Are there any calendar skills your student needs to review? Spend today focusing on a concept that needs to be reviewed.

Focus for Today



You will comment on your student's skills in **visual arts** in today's Learning Log. Preview the Day 9: Learning Log in Thematic Assignment Booklet 9A.

If the student works with a friend or family member on the mural, you will have a chance to observe how well your student plans and works with others co-operatively.

Language Arts

Time recommended: 35 minutes

Word Study

Print the words **name** and **love** on coloured index cards. Then test your student's ability to recognize the words at a glance. Index cards for known words go into the personal word bank.

name

love

If further teaching of the word **name** is required, print it on a chalkboard or on a piece of paper. Point out the use of the **silent** but **super e** at the end of the word **name**. Demonstrate with an arrow that this **super e** taps the letter **a** and makes it say its own name.



Follow this procedure for teaching the word **love**. Print the word **love**. Explain that the letter **e** in the word **love** is not a **super e**, so it does not tell the letter **o** to say its name. The letter **o** in the word **love** has a “short o” sound, as in the keyword **octopus**.

Phonics and Printing

Today you will discuss the two sounds that the letter **g** can make. You could introduce this topic as follows:



The letter **g** has something in common with the letter **c**. What do you think that is?

They both have two sounds. These sounds are sometimes called the **hard** and **soft** sounds of a letter.

Let's look at some **g** words. Suppose a **giraffe** and a zebra were having a race. You are cheering for the giraffe. You might say, “Go, giraffe, go!”

What sound does **g** make in the word **go**?

This sound is called the **hard** sound of the letter **g**.



What sound does **g** make in the word **giraffe**?

This sound is called the **soft** sound of the letter **g**.

It sounds like a **j**.

Assist your student to read the following words aloud.

Soft g

gentle
giraffe
gym
giant
ginger

Hard g

got green
glad grapes
gave glue
going grass
good gold

g

gargle



Make the gargling sound "g-g-g."



g

gentle



Move your hand as though you were gently stroking a cat.



Take out a sheet of lined paper. Have your student print a sentence for each of two chosen words from the **hard g** and **soft g** columns. Highlight or underline the **g** words.

Materials

Student Folder

abc

Encourage your student's best printing when writing the sentences because this will be your student's printing assignment for today. Label the back of the page with the student's full name and M9D9 before placing it in the Student Folder.

Music and Movement

Time recommended: 10–15 minutes

Work together with your student to create an obstacle course, keeping in mind your student's physical capabilities. Include a variety of obstacles that challenge your student to perform such activities as **over**, **under**, **around**, and **through**. Once the warm-up activities have been completed, invite your student to have fun going through the course.



After a few trial runs through the course, ask how the student could make it more challenging. What could be changed about the course to make it safe but more demanding? Could it be done backwards, on one foot, blindfolded, or by crawling through it? How else could it be done? By bike? On inline skates?



After completing the obstacle course, have your student participate in a cool-down activity, such as pretending to crawl inside a bubble that floats slowly and can go anywhere. Invite your student to suggest different places where the bubble might go. Perhaps your student will want to roll and bob about over the ocean or sit on the back of an elephant for a ride. The student can act out whatever he or she suggests as long as it doesn't involve much activity.

Language Arts

Time recommended: 60 minutes

Reading

Look at a map of Canada in your mini-atlas. Review how to read a map key or legend. Discuss how the map represents the cities and the country. Compare the maps in the atlas with other maps you may have.



How can we tell where the **cities** are and where the **farmland** or **country** is?

(Point out these areas on the map.)

You could also show the difference between rivers and highways, if your map shows both. If your map has other features, you could explore those.

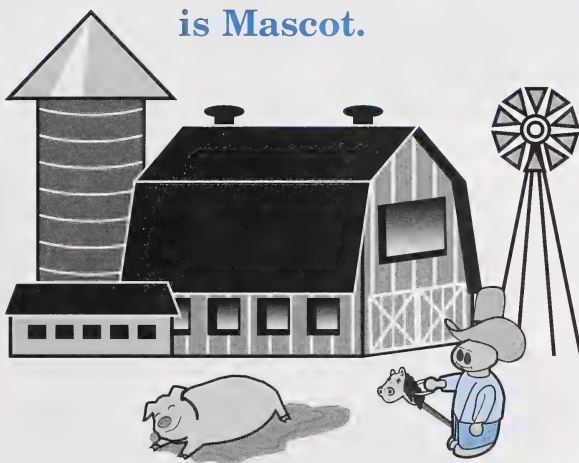
Part of today's story takes place in the city and part takes place in the country.

The story is called "Mascot in the Country, Mascot in the City."

Take turns reading the story. The first time through, you read the parts about the country and have your student read the parts about the city. Your student will quickly see the pattern and find it easy to read.

**Mascot in the Country,
Mascot in the City**

**I live in the country, and my name
is Mascot.**



**I live in the city, and my
name is Mascot.**





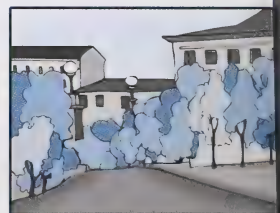
My house on the farm looks like this.

My house is on a street with many other houses.



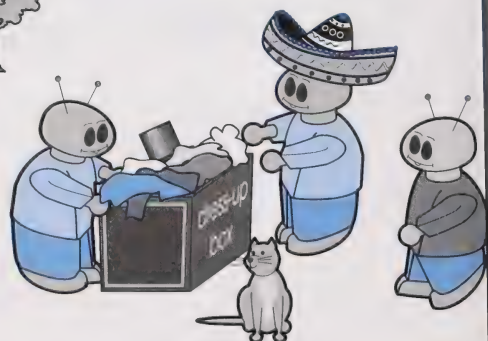
There is a winding road in front of my house.

My street looks like this and has trees.



After school I like to play with my friends.

After school I like to play with my friends.



Sometimes it's winter in the country ... and I like to play in the snow.

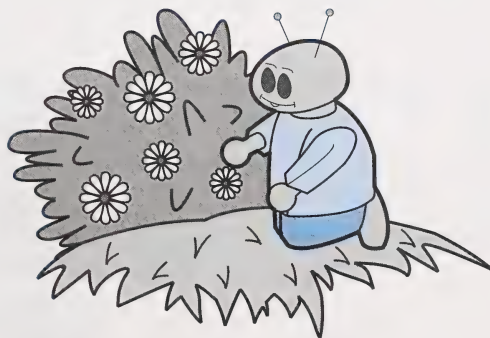


Sometimes it's winter in the city ... and I like to play in the snow.

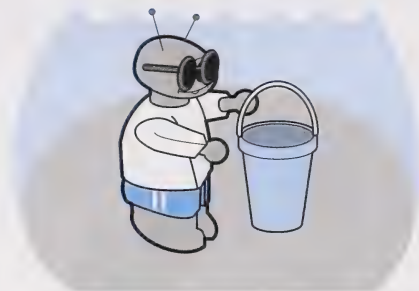


When it is spring in the country ... I see a lot of plants and baby animals.

When it is spring in the city ... I see lots of flower baskets along the street and beside the houses.



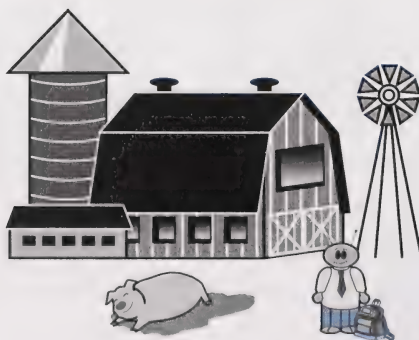
When summer comes to the country, I like to go to the lake near our farm.



When summer comes to the city, I like to go to the pool.



I like to visit the city.



I like to visit the country.

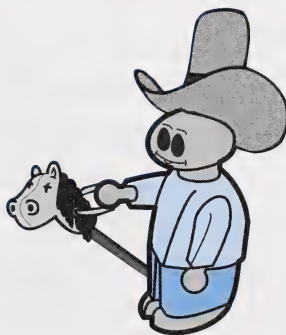
After you have read the story through once, take turns summarizing your parts. You can begin by telling about your country life. You might say something like this:

My name is Mascot.

I live in the country in a house with a big front porch.

I go sledding in the winter and play with my dog in the spring.

We have a big barn and many animals.



Challenge your student to provide as many details as possible and to look back at the story for more information.

Change roles and read the story again. Then, have your student tell about the city life. Encourage looking back through the story as a reminder of what was said.

Materials

Thematic Assignment Booklet

Turn to Thematic Assignment Booklet 9A and follow the directions to complete Day 9: Mascot and Mascot. Have your student complete the chart comparing city and country living.

Writer's Workshop

Read the "Celebration Stories for May."

==== Celebration Stories for May =====

The month of May is sprinkled with celebrations, just like a spring meadow is sprinkled with flowers.

The month begins with May Day, a festival of joy and the coming of summer; a Finnish carnival day called Vappu; and a spring celebration called Santa Cruzan Day in the Philippines.

On May 5, Japanese families fly **carp-shaped kites**. The carp is a symbol of success, strength, and determination, all examples of qualities young people should develop.



On May 7 is Wesak, a Buddhist festival. Wesak is an important festival for Buddhists. It celebrates the birth, knowledge, and death of a great teacher named Buddha. There is a special meal with no meat. There is also singing, dancing, prayers, and time to think quietly and deeply.

In mid-May there is Mother's Day.

carp: a type of fish

On the third Monday of May is Victoria Day. This day is named for Queen Victoria, who was Queen when Canada became a country. On this holiday weekend, many people in Canada plant their gardens since the frost is probably over for the year. In the city of Victoria, there are extra-special celebrations: children dance around a Maypole, there are old-fashioned costumes and cars, and decorated boats sail in the harbour. There are often fireworks in the Queen's honour. The Canadian Citizenship Day is held around this weekend.

What do you like to celebrate in May? The lengthening days, warming weather, and reappearance of birds? Are there any special family or community days where you live?

Materials

Student Folder

abc

Ask your student to choose two celebrations to write about. Label the back of the writing page with the student's full name and M9D9 and place it in the Student Folder.

Journal Writing (optional)

Do you live in the city? In the country? Somewhere in-between? Today's discussion is about the similarities and differences between country life and city life.

Start by asking your student to describe life in a big city. Then ask about life in the country. How does life in a small town compare with country life or city life?

Activities

Internet



How does the student describe where you live—a city, a town, the country, or something else?

If you have any resource books about Canada, find pictures of Canadian cities and Canadian countryside. The Internet has many sites that give information about Canada. As well, information can be obtained from tourism offices and automobile clubs. Imagine and discuss what life might be like for Canadian families in each area.

For the journal entry, choose an area where you don't live, such as city, town, or country. Start the entry by saying "If I lived in the (city), I would . . ."

Materials

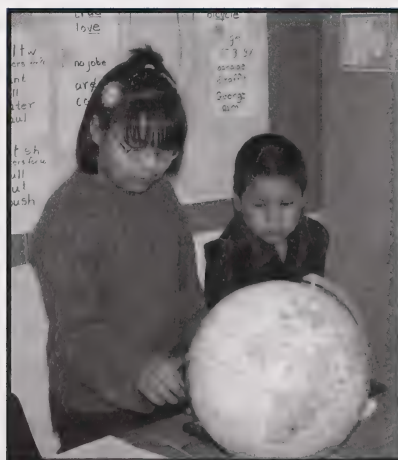
Student Folder



If your student has something of more immediate interest to write about, that is fine.

When finished, label the back of the entry with the student's name and M9D9 before placing it in the Student Folder.

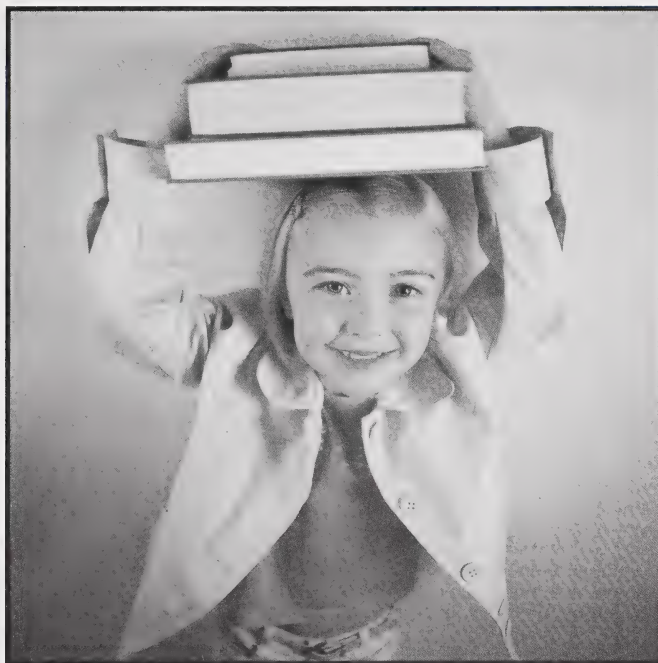
**Do you live in the country,
city, or town? What do you like best
about where you live?**



**Now would be a good time to take
a lunch break.**

Silent Reading

Time recommended: 10 minutes



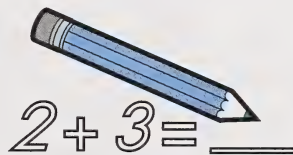
You might want to read about a place where you'd like to live.

Math Time

Time recommended: 45 minutes

Proceed with Mathematics Module 9, Day 9.

Today you will submit Mathematics Assignment Booklet 9A and other required activities.



Project Time

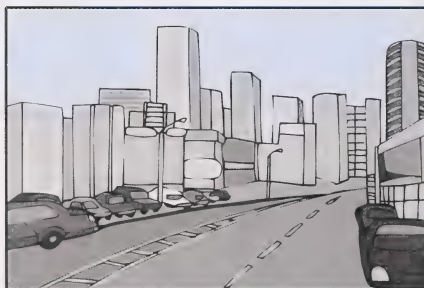
Time recommended: 50 minutes

Your student will create a mural of the country and the city in today's project. The student could use a combination of paint and collage to complete the mural. Use the following script to help the student visualize a scene and review some art techniques:

What kind of things would you see in the country?

If you were in the city, what do you think you might see?

You can create the city scene on one side of the mural and the country scene on the other side.



Ask a friend or family member to help if you like.

Use some of the art techniques that you have learned this year.

Before your student begins painting, review the following topics.

Colour



Review with your student how primary colours may be mixed to form secondary colours. Does the student recall what colours can be mixed to make green, orange, and purple? If not, challenge your student to predict and describe the changes that will result from the mixing.

Also discuss how a colour can be changed by tinting it with white or black. Does your student know what happens to a colour when black is added? How can a colour be made lighter? Encourage your student to compare and contrast colours using terms such as *lighter than*, *darker than*, and *brighter than*.

Brushes

Ask your student what has been discovered about using different sized brushes. Does the student have a preference for a certain size of brush, or does he or she use a variety of brushes depending upon the task? Does your student find that certain brushes are better for certain tasks?

- If the student is painting fine details, what brush would be chosen?
- If the student is doing a **wash**, what kind of brush would work best?
- If the student is painting large areas, what brush works best?

Remind the student that different brush strokes can be used for different purposes as well. Sometimes the whole brush could be flattened out and pressed down to make wide strokes; sometimes just the tip or an edge of the brush could be used to make dots or details.

Your student may also remember that other objects can be used to paint or make prints on paper. Does your student recall using sponges, sticks, feathers, or household utensils to paint?



wash: a thin coating of paint

Texture

Does your student remember some of the ways to show texture in a picture? Rubbings may be made, cut out, and added to a picture.

Texture could also be made by using dots, small lines, and other details.

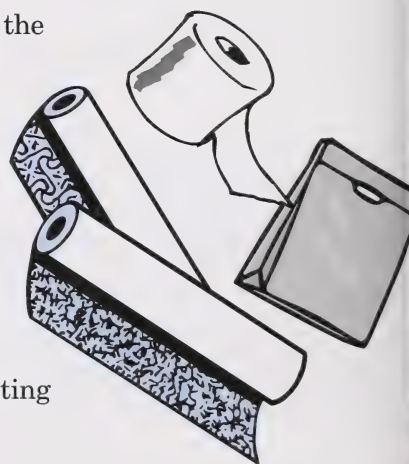


The texture of the paint itself may be altered by making it thick or thin. Use materials such as toothpaste or whipped soap to make paint thick, sand or salt to make it gritty, or liquid soap to make it slippery.

Guide your student to distinguish colours that are transparent from those that are not.

Collage

Ask your student to name some of the different kinds of paper and other materials that can be cut out and used in a picture. Has your student used aluminum foil, brown paper bags, wallpaper samples, wrapping paper, newspaper, or other materials through the year?



Does your student remember about overlapping shapes or repeating shapes to compose a picture?

Horizon and Perspective

Does your student consistently draw a horizon line to separate the earth from the sky, or do objects float in space? Is the student beginning to draw and paint more realistically? Is the student beginning to realize that close objects need to be made bigger and far-away objects need to be made smaller?

Ready to Begin

Now the student is ready to begin the mural. You will need a large piece of paper. Roll paper works best, if you have it. If you don't have roll paper, tape several large papers together.

Your student may find it easiest to work on the floor. Cover the area with newspapers if necessary.

If your student has chosen to work with a family member or friend, encourage them to begin planning together. Also encourage your student to use some of the techniques that were discussed, to be creative, and, most importantly, to have fun!



Sharing Time

Time recommended: flexible

Since the mural may have been made by sharing ideas and talents, it might be the perfect thing to share again. Your student can begin by talking about what was fun about working together. The different colours that were mixed and the techniques that were used can also be discussed.

What constructive comments would family members like to make about the mural?

You might also like to take turns creating colours by mixing the appropriate amounts of primary colours.





Sharing Traditional Foods

Each May, Canada enjoys a public holiday honouring the birthday of Queen Victoria. Why not sample foods from the United Kingdom in celebration? Lowly oatmeal can be elevated to celebration food with the addition of applesauce and raisins. Shortbread is also quick and easy to make. Fish and chips or shepherd's pie make hearty meals. Yorkshire pudding, Welsh rabbit, bubbles and squeak, and Scottish Woodcock are well worth dipping into. You might like to put on your very best outfit and enjoy a high tea. Do you have other food favourites from the Kingdom by the Sea?



The Three Bears like porridge. Do you?

Let's Look Back

Time recommended: 10 minutes

Ask your student about experiences during Project time:

What did you remember about mixing colours?

What art techniques did you use in your mural?

What would you do differently next time you painted a mural?



Materials

Thematic Assignment
Booklet



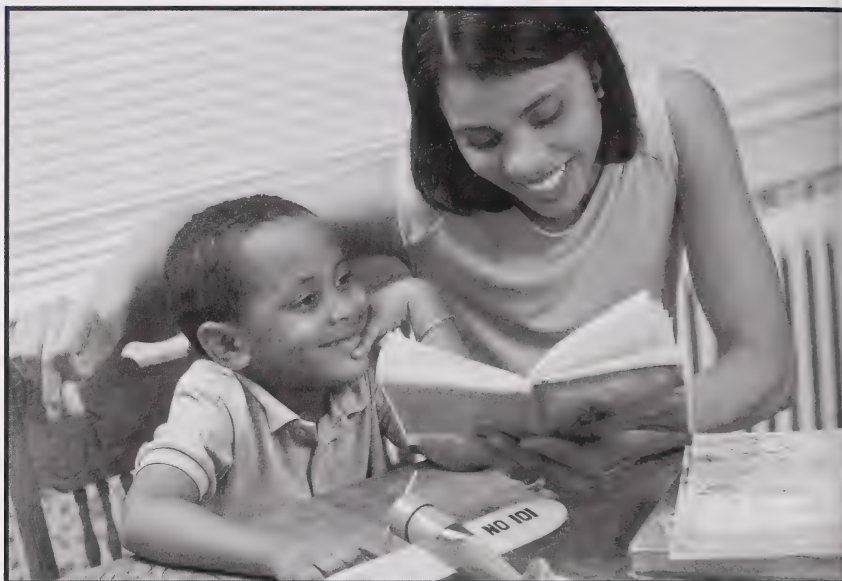
Record your comments and your student's comments on the Day 9: Learning Log in Thematic Assignment Booklet 9A. Also complete the checklist.

Turn to Thematic Assignment Booklet 9A and follow the directions to submit the Student Folder Items.

Check off each item as you gather the required materials from the Student Folder. Submit these items to your student's teacher for marking.

Story Time

Time recommended: flexible



Materials

Reading Resources



There are many versions of the fable *The Country Mouse and The City Mouse*. Your student may enjoy reading a version or you may want to tell the story if you are familiar with it.

Round Trip by Ann Jonas presents a different view on today's topic.

The book *Jessie's Island* by Sheryl McFarlane would also be an excellent choice for today's Story Time. It is about a girl who lives on an island on the coast of British Columbia and invites her city cousin to visit.

**You have finished the first half of
Module 9! That's great!**

**On Day 10, you'll learn about a
special girl named Helen Keller.**

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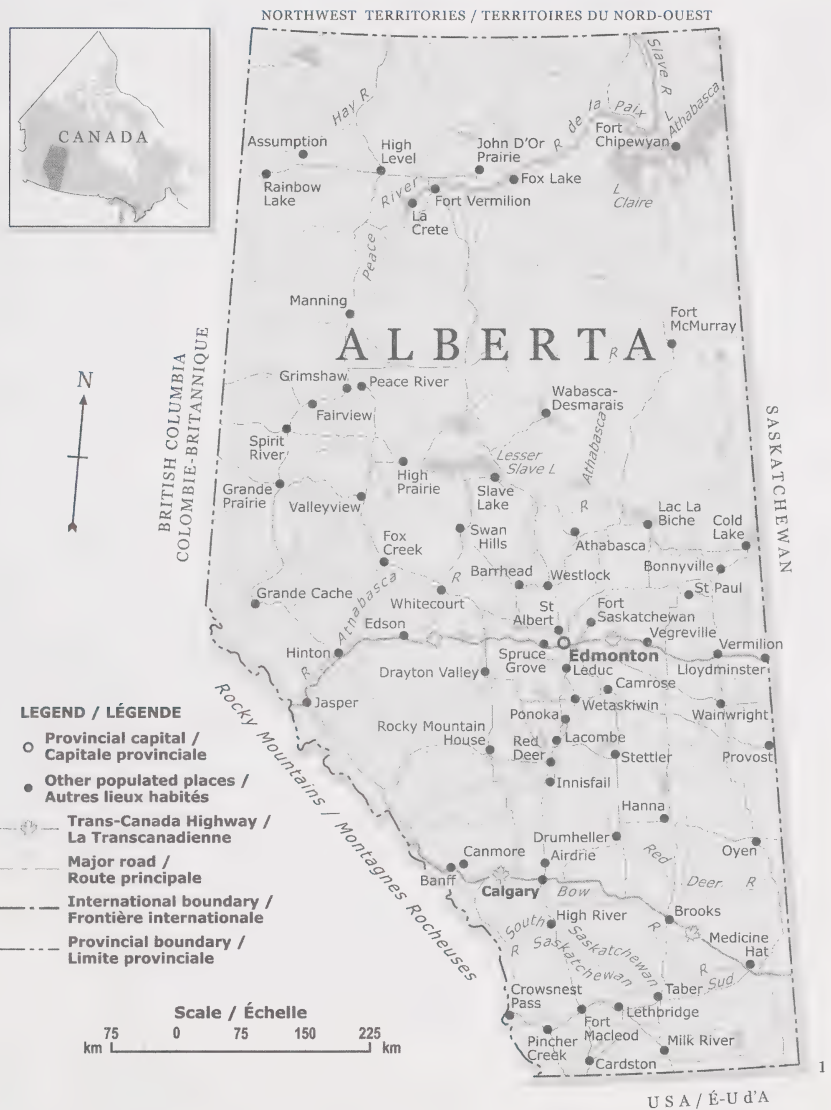
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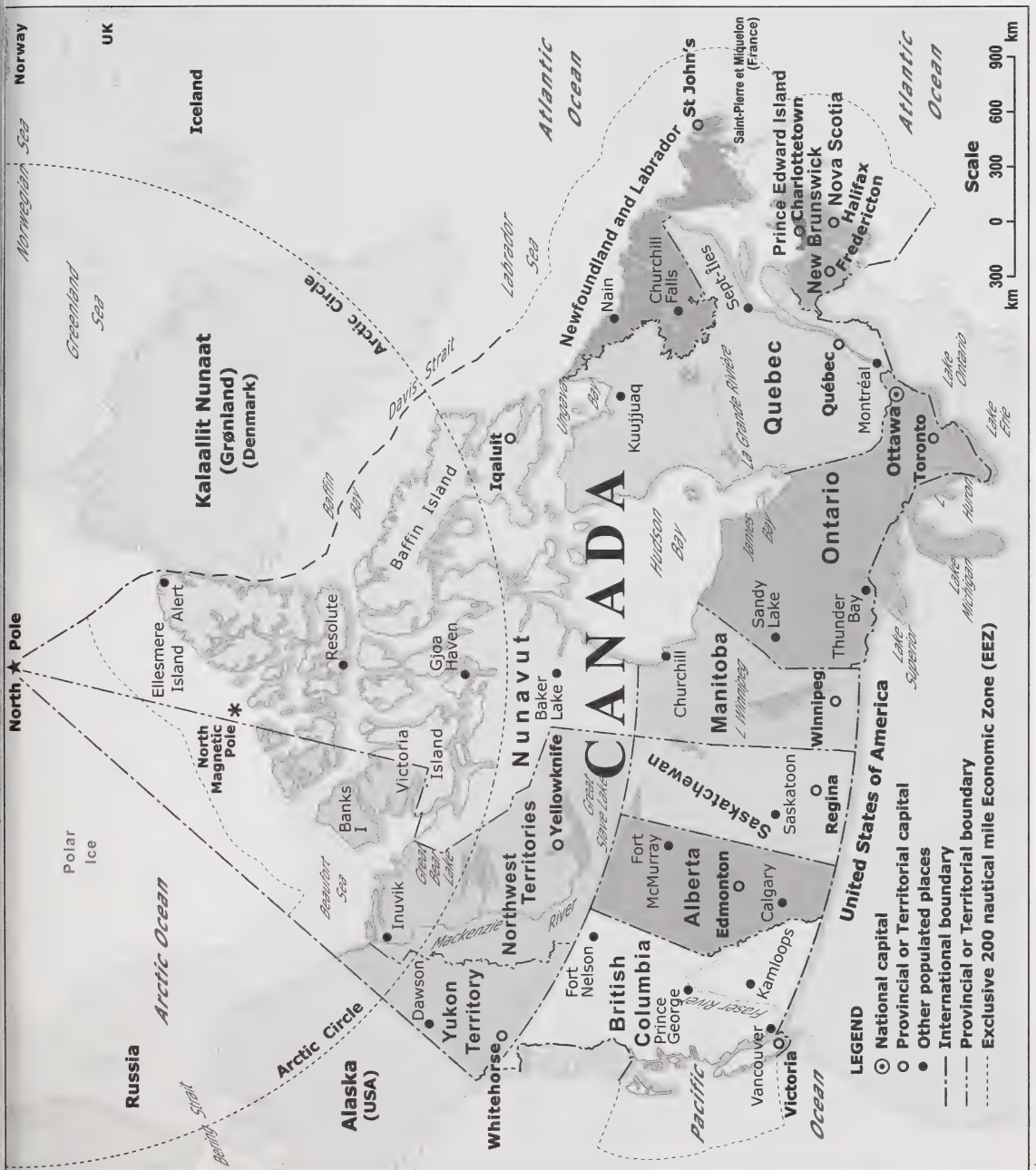
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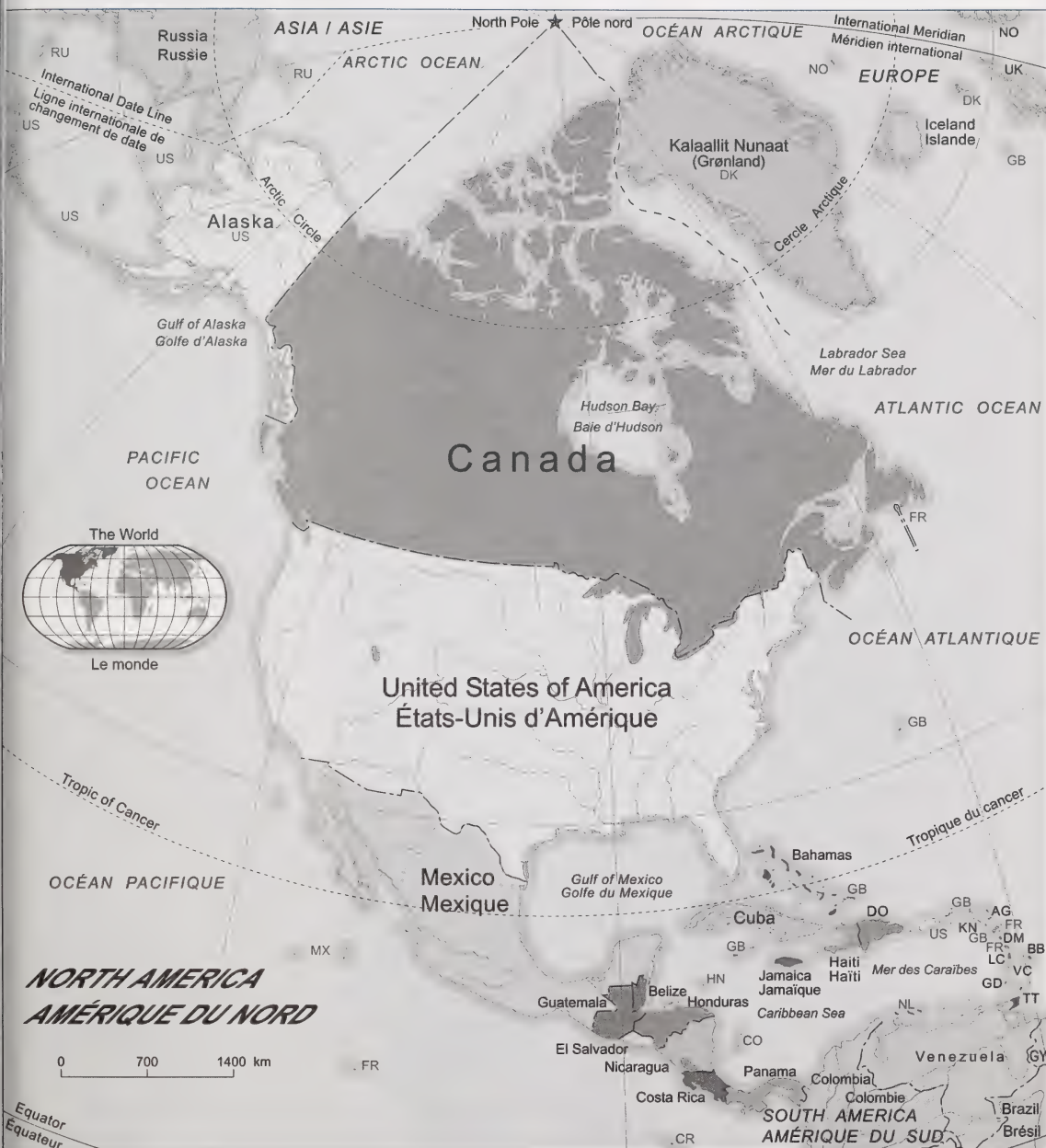
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